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ABSTRACT

This language program guide is designed for teachers of primary age children whose native language is Spanish or of children who are limited in their command of standard English, the oral language necessary for success in the usual school environment. The referential content for the 40 lessons is drawn principally from three areas: (1) social sciences, (2) science, and (3) mathematics. Concepts are integrated into a set of oral language lessons which progress sequentially, both conceptually and linguistically. Contrastive analysis of Spanish and English is developed in the study of linguistic features. There is a Spanish support activity for each lesson which introduces the conceptual content the student encounters in the corresponding English lessons. There are four units in this guide, each containing ten lessons. Five review lessons, five evaluation lessons, an art supplement, and a vocabulary index are included. For Parts One and Two of the guide see FL 001 772 and FL 001 793. (RL)

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# MICHIGAN ORAL LANGUAGE SERIES

*Standard English as a Second Language or Second Dialect*

ED040627

## Interdisciplinary Oral Language Guide —Primary One Part Three

PL 001 064

ACTFL EDITION
1970

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ED040627

# Preface to the ACTFL Edition

Since its organization the American Council on the Teaching of Foreign Languages (ACTFL) has been interested in and concerned with the education of Americans for whom English is not the mother tongue. This interest and concern have led ACTFL to study several instructional programs in this area.

One set of materials which came to our attention is the Michigan Oral Language Series produced under the direction of Ralph Robinett and Richard Benjamin with E.S.E.A. Title I-Migrant funds provided by the Michigan Department of Education to the Washtenaw County Intermediate School District and the Foreign Language Innovative Curricula studies (E.S.E.A. Title III). The series consists of structured oral language lessons for use with four, five and six year old children who need to learn English as a second language or standard English as a second dialect; the lessons are accompanied by evaluation and teacher training materials.

The series gives the teacher a detailed sequence of oral language activities which are not only linguistically controlled but also emphasize and reinforce the conceptual development of the child.

ACTFL has made these materials available for several reasons:

1. So that you can see what one project has been able to produce with competent staff.

2. So that you will appreciate--if you do not already--what materials development means.

3. So that you can use these materials for training personnel in your institution.

4. So that you may consider adapting or adopting them--in whole or in part--for your program.

The series consists of six components:

1. Bilingual Conceptual Development Guide--Preschool
2. English Guide--Kindergarten
3. Spanish Guide--Kindergarten
4. Interdisciplinary Oral Language Guide--Primary One
5. Michigan Oral Language Productive Tests
6. Developing Language Curricula: Programed Exercises for Teachers

If you wish to order multiple or single copies of these texts please consult the catalogue published by ACTFL.

This ACTFL Project has been made possible by CONPASS (Consortium of Professional Associations for Study of Special Teacher Improvement Programs), under a grant from the U. S. Office of Education, and it is intended to extend the work of CONPASS initiated at its conference in Grove Park, North Carolina on 10-15 June 1969. ACTFL extends its appreciation to CONPASS for the grant which makes the distribution of these materials possible and to the staff of FLICS and the Migrant Worker Program for their willingness to share the fruits of their work.

F. André Paquette
Executive Secretary

MMPIP

# INTERDISCIPLINARY ORAL LANGUAGE GUIDE PRIMARY ONE

## PART THREE: LESSONS 81-120

STANDARD ENGLISH AS A SECOND LANGUAGE OR SECOND DIALECT
FOR SPANISH-BACKGROUND CHILDREN

# INTERDISCIPLINARY ORAL LANGUAGE GUIDE: PRIMARY ONE

## PART THREE: LESSONS 81-120


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These materials were developed by the Washtenaw Intermediate School District under a grant from the Migrant Program of the Michigan Department of Education and are the property of the State of Michigan

1970

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# FOREWORD

## THE PURPOSE AND TARGET POPULATION

The Michigan Migrant Primary Interdisciplinary Project is charged with creating an oral language program for use with primary age Spanish-background children who have limited control of standard English. The resulting Interdisciplinary Oral Language Guide: Primary One is designed to help provide these children with the oral language they need for the school setting. The materials here included comprise Part Three of the Primary One Guide.

## THE CONTENT

The referential content for the lessons is drawn from social science, science, and mathematics. Basic concepts and processes from these areas are integrated with linguistic features identified through a contrastive analysis of Spanish and English. Within the sequence of lessons, the linguistic and conceptual targets are carefully presented and systematically revisited. It should not be assumed, however, that the use of these lessons will guarantee mastery of either the conceptual or the linguistic content. Much additional practice of both will usually be necessary.

## TYPES OF LESSONS AND MATERIAL INCLUDED

Part Three of the Guide consists of forty oral language lessons. Five of these are review lessons, and five are evaluation lessons which also serve as review. The other thirty lessons are designed to present a limited, carefully selected body of linguistic and conceptual content. A Spanish support activity is provided for each lesson. The art supplement section contains illustrations which may be used with the lessons, and repeats the sewing pattern for making the two puppets suggested for use with tne program. In addition, a vocabulary list is included so that you may quickly identify where particular words and meanings are introduced.

## THE UNIT OVERVIEW PAGE

The UNIT OVERVIEW page at the beginning of each unit provides a synthesis of the linguistic and conceptual content contained in the unit. Reading the OVERVIEW PAGE will familiarize you with the general language and conceptual content to be covered in that unit. This will help you keep the central goals of the unit in mind as you adapt the activities to the needs of your particular group.

## THE SPANISH SUPPORT ACTIVITIES

The concepts in the SPANISH SUPPORT ACTIVITIES are key concepts in science, social science, and mathematics which the pupils will encounter in the corresponding English ORAL LANGUAGE LESSONS. Presenting each of the Spanish activities before implementing each of the corresponding English ORAL LANGUAGE LESSONS will ensure that the concepts are familiar to the learner before they are practiced in the new language. The SPANISH SUPPORT ACTIVITIES are also intended to reassure the pupil that his home language is a valuable asset which is respected as a legitimate means of dealing with intellectual tasks. These activities are commonly carried out by the Spanish-speaking aide under the teacher's supervision.

The English translations of the SPANISH SUPPORT ACTIVITIES are not to be taught as English lessons. The translations are given only to provide understanding of the activities for teachers who do not speak Spanish. The activities themselves are designed to be taught in Spanish.

SPANISH SUPPORT ACTIVITIES precede each bloc of five lessons. Each of these activities takes approximately 10 minutes to implement. The specific concepts to be used and the materials necessary for implementing the SUPPORT ACTIVITIES are listed in the BASIC CONCEPTUAL FOCUS and MATERIALS boxes on the top of the left hand page of each set of SPANISH SUPPORT ACTIVITIES.

## THE ORAL LANGUAGE LESSON

The left hand page of each ORAL LANGUAGE LESSON provides you with important pre-lesson information. In the LINGUISTIC FOCUS box, you will find the language structures and vocabulary that are being reviewed as well as the structures and vocabulary that are to be introduced for the first time in the program. In the LINGUISTIC COMMENTARY box, you will find a list of language problems that Spanish-speakers typically have with the English used in the lesson. The activities in the lesson have been designed to help the pupils overcome those typical language problems. In the CONCEPTUAL FOCUS box, you will find the relevant concepts that have already been used in the program as well as the concepts that are to be used for the first time in the ORAL LANGUAGE LESSON. The CONCEPTUAL COMMENTARY box lists conceptual problems that any first grader might have. The activities in the lesson have been designed to use the concepts in easy-to-understand situations. The MATERIALS box lists the items you need to prepare and use for each activity in the lesson. Pictures referred to in the MATERIALS box are found in the ART SUPPLEMENT in the back of the guide.

Familiarizing yourself with the actual lesson format on the right hand page before teaching each ORAL LANGUAGE LESSON will enable you to implement the lesson with a clear understanding of its content and teaching strategies. The right hand page of each ORAL LANGUAGE LESSON contains three activities and a box entitled TAKE-OFF IDEAS. The first two activities contain new vocabulary items within old language structures and old vocabulary items within new language structures. The third activity is primarily a review of the structures and vocabulary contained in the first two activities of the same lesson. Each of the activities has conceptual input drawn from one or more of the three content areas: social science, science, or math.

The narrative of each activity contains suggestions concerning the actual teaching of the activity. Each dialog is an example of the narrative and reflects the natural language that teachers and pupils typically use.

Each of the activities is designed to take approximately 10 minutes. Allowing about 10 minutes for a SPANISH SUPPORT ACTIVITY and 30 minutes for an entire ORAL LANGUAGE LESSON, you should be able to cover one of each in a school day. Since each ORAL LANGUAGE LESSON is divided into three activities, you may wish to teach the activities during different periods of the day rather than all at once.

The situations listed in TAKE-OFF IDEAS are suggestions for lesson reinforcement at other times during the day. You may wish to use them regularly with those pupils who need additional practice on the linguistic and conceptual content of the ORAL LANGUAGE LESSONS.

## THE REVIEW LESSON

Notice that ORAL LANGUAGE LESSONS 85, 95, 105, and 115 are REVIEW LESSONS. The left hand page of these lessons points out the language and concepts from the previous four lessons which are revisited in the REVIEW LESSON. The left hand page also lists the materials you need to prepare and use in implementing the lesson. You can teach the REVIEW LESSON just as you did each of the preceding four ORAL LANGUAGE LESSONS, recognizing that the only difference between the REVIEW LESSON and the ORAL LANGUAGE LESSONS is that there are no new structures, new vocabulary, or new concepts in the REVIEW LESSON.

Taking your class on the field trips suggested in the SUGGESTED FIELD TRIPS box at the end of each REVIEW LESSON provides you with an opportunity to help your pupils use the ORAL LANGUAGE LESSON structures, vocabulary, and concepts in situations less controlled than those included in the lesson.

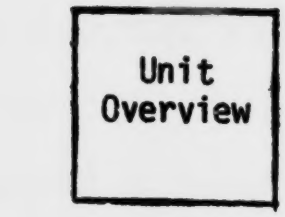
## THE REVIEW-EVALUATION LESSON

Notice that the last lesson in each unit, 90, 100, 110, and 120, is a REVIEW-EVALUATION LESSON. The REVIEW-EVALUATION LESSON is designed to help you determine, in modified language situations, how well your pupils can use the structures and vocabulary of the unit just covered. The left hand page of the lesson lists the main language structures to be evaluated, the concepts used, and also lists the materials you need to prepare and use. You can find suggestions for implementing the lesson on the right hand page of the REVIEW-EVALUATION LESSON. This lesson, like the ORAL LANGUAGE LESSONS, is divided into three activities and can be taught in the same way. However, the responses suggested in the dialogs do not represent the only structures the pupils might use; these are only sample responses. Immediately following each REVIEW-EVALUATION LESSON is a RECORD SHEET which is designed to assist you in determining which language structures from the previous unit are successfully cr unsuccessfully controlled by your class.

## ACKNOWLEDGEMENTS

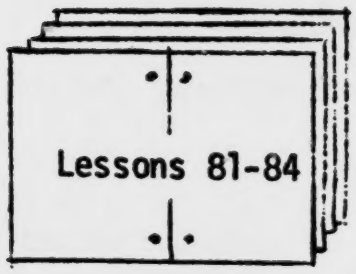
We are grateful for the contributions to Part Three of the Primary One Guide made by Harender Vasudeva and Flory G. Montero. Mr. Vasudeva, with other members of the Project's evaluation staff, critically reviewed the lessons to provide formative evaluation of the materials as they were being produced. Mrs. Montero, who recently joined the writing team, made valuable contributions in revisions and final preparation of Part Three.

The diagram below illustrates the sequence of the lessons for two weeks, or one unit. There are four units in Part Three of the Primary One Guide, each containing ten lessons, laid out as illustrated.

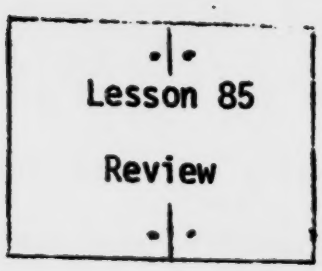



The Unit Overview synthesizes the linguistic and conceptual input of the unit.

Spanish Support Activities introduce major concepts in Spanish before they are dealt with in English.

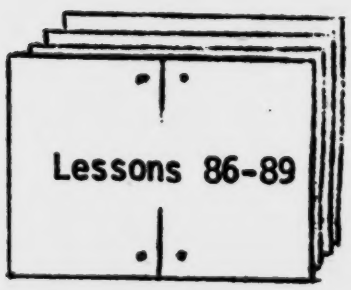



Oral Language Lessons with interdisciplinary content introduce English structures and concepts from social science, science, and math.




Review Lesson reviews language and concepts from the preceding four lessons.

Spanish Support Activities introduce major concepts in Spanish before they are dealt with in English.

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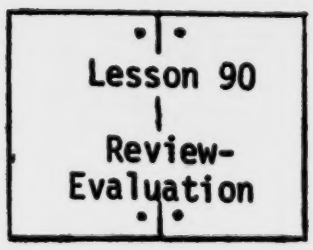



The Review-Evaluation enables teacher to measure pupil progress while reviewing language and concepts from preceding lessons in the unit.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE UNIT 9 - OVERVIEW

*The first grade child is often curious about different types of food, clothing and shelter and where they are used. He is typically very interested in learning about farms where many of his foods are raised. In order to generalize about these basic needs the Spanish-speaking child needs to understand and use questions and statements in English which can offer him details about these needs.*

## LINGUISTIC FOCUS

**Unit Nine contains questions and answers providing the pupils practice in:**

USING HERE AND THERE AS POST-NOUN MODIFIERS

USING PHRASES AS POST-NOUN MODIFIERS, AS PEOPLE ON FARMS

USING CAN AS AN AUXILIARY SIGNALLING ABILITY

USING WHO CLAUSES AS POST-NOUN MODIFIERS

USING WHICH CLAUSES AS POST-NOUN MODIFIERS

USING WHERE CLAUSES AS POST-NOUN MODIFIERS

USING THAT CLAUSES AS POST-NOUN MODIFIERS

## CONCEPTUAL FOCUS

**Unit Nine contains activities which are basically designed to help the first grade child with the following:**

COMPUTING SUMS AND DIFFERENCES TO 5, USING FAMILIAR AND UNFAMILIAR COMBINATIONS, THE EQUAL SIGN, AND THE PLACE-HOLDER EQUATION

COMPARING AND CONTRASTING DIFFERENCES AND SIMILARITIES BETWEEN GROUPS OF SHELTERS, FOODS, AND CLOTHES

PREDICTING BASIC NEEDS AND TESTING THE RULE THAT EVERYBODY NEEDS FOOD, CLOTHING AND SHELTER

USING 5-1 AS THE NUMERAL FOR THE NUMBER THAT IS ONE LESS THAN 5, ETC.

IDENTIFYING DIFFERENT KINDS OF FARMING AND FISHING AS WAYS OF GETTING FOOD

IDENTIFYING, NAMING, AND GROUPING OBJECTS BY TEXTURE

USING PRODUCT MAPS

NAMING NUMBERS ON THE NUMBER LINE BY THEIR NUMERAL, THEIR ONE-LESS NUMERAL, AND THEIR ONE-MORE NUMERAL, AS 7, 8-1, AND 6+1

IDENTIFYING SAME AND DIFFERENT CROPS RAISED IN DIFFERENT REGIONS

CONSTRUCTING AND USING BAR GRAPHS AND PICTURE EQUATIONS

INFERRING REASONS FOR FOOD TO BE GROUPED IN PARTICULAR WAYS

| MICHIGAN MIGRANT PROGRAM | # INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES |
|---|---|

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Grouping types of foods by origin and objects by texture
- Regrouping and summarizing groups of categories of food
- Identifying farming and fishing as means for getting food
- Identifying different kinds of farming and ways of catching fish
- Identifying same and different crops raised in different regions
- Constructing a picture equation
- Using product maps to compare quantities of food production
- Constructing and using bar graphs to compare food production
- Computing sums to 5 using the placeholder equation

MATERIALS:

Activity 1: Use the pictures accompanying Lesson 81, an orange, apple, potato, and cherry, and tape.

Activity 2: Use the pictures of fishermen, fish and lobster from Lesson 82, the pictures from Activity 1 and pencil and paper for each pupil.

Activity 3: Prepare 14 small pieces of paper; use a U.S. map, the product maps of Texas and Michigan from Lesson 83, the accompanying pictures of cherries, tape and chalk.

Activity 4: Use the turkey, pig, and cow pictures from Lesson 83, the animals and foods each with a state from Lesson 84, and the food pictures from Activity 3, Lesson 84, the potato picture from Lesson 81, the product maps from Activity 3, chalk, and tape.

## 1. CARNES, FRUTAS Y HORTALIZAS

(to accompany lesson 81)

## MEAT, FRUIT AND VEGETABLES

Haga que los niños toquen una manzana haciéndoles notar que es lisa. Repita con una naranja observando que es áspera. Repita con una cereza y una papa. Ayúdelos a agrupar los cuatro objetos según su textura. Coloque en la pizarra láminas de una huerta, una arboleda, y de animales. Muestre la lámina de las papas. Pregunte dónde se debe colocar. Repita con láminas de carne, frutas y hortalizas. Señale la huerta y pregunte que hay en ella. Ayude a los niños a identificar el conjunto como hortalizas. Haga que un niño cuente las hortalizas de cada lámina. Escriba el numeral correspondiente en la pizarra sumando con ellos: 1+2+1=4.

Have the pupils feel an apple and note it is smooth. Have them feel an orange and note it is rough. Repeat with a cherry and a potato. Help the pupils group the four foods by texture. Tape on the board the pictures of the garden, trees, and animals. Show the picture of the potatoes and guide the pupils to tell with which picture it should be placed. Repeat with pictures of meat, fruit, and vegetables. Point to the garden and ask what is in it. Help the pupils to identify the group as vegetables. Have a pupil count the vegetables in each picture. Write the corresponding numeral on the board, adding with the class: 1+2+1=4.

## 2. LOS ALIMENTOS (to accompany lesson 82) FOODS

Muestre las láminas de frutas, hortalizas, carnes y mariscos. Diga que todos son alimentos. Pregunte de dónde viene cada uno. Haga que unos niños los clasifiquen por su procedencia. Pregunte cómo se obtienen los mariscos. Muestre láminas de un pescador de anzuelo y uno de red. Repita con otras carnes, frutas y hortalizas. Pida a un niño que cuente los pescadores de red. Haga que escriban el numeral 2. Cuente el pescador de anzuelo y haga que escriban + 1 y que terminen la suma.

Show the pictures of fruit, vegetables, meat and seafood. Identify all as food. Ask where each item comes from. Have some pupils group the foods by origin. Ask how seafood is caught. Show pictures of a fisherman with a pole and a fisherman with a net. Repeat with meats, fruits, and vegetables. Have a pupil count the fishermen using a net. Have the class write the numeral 2. Count the fisherman using a pole. Have the pupils write + 1 and each complete his equation.

## 3. PRODUCTOS (to accompany lesson 83) PRODUCTS

Señale Michigan y Texas en el mapa de E.U. Muestre los mapas de Texas y Michígan con trozos de papel cubriendo los productos. Pregunte qué se produce en Texas. Un niño descubrirá un producto y la clase responderá nombrándolo. Repita con cada producto en ambos estados. Pregunte qué se cosecha en los dos y qué en sólo uno de ellos. Muestre dibujos de cerezas. Dibuje tres cuadros separados con los signos + e =. Coloque cinco cerezas en el último cuadro y tres en el primero. Pregunte cuántas van en el otro cuadro. Un niño las colocará. Repita usando cerezas en número de uno a cinco.

Point to Michigan and Texas on the U.S. map. Show the product maps of Texas and Michigan and cover the products with pieces of paper. Ask what Texas produces. Have a pupil uncover one of the products and the class name it. Repeat with each product in both states. Ask what is raised in both and what is raised in only one. Show the pictures of cherries. Draw three squares separated by + and = signs. Tape five cherries in the last square and three in the first. Ask how many go in the other square. Have a pupil tape them in place. Repeat using cherries totaling from one to five.

## 4. FORMANDO GRAFICAS (to accompany lesson 84) MAKING GRAPHS

Coloque en la pizarra los mapas de productos y una lámina de un pavo. Pregunte si ambos estados producen pavos. Reparta laminitas de productos entre los niños. Permita a los que tienen pavos colocarlos en la pizarra, formando dos torres. Diga que una es más alta porque ahí producen más pavos. Repita formando gráficas con otros productos. Ponga en la pizarra las láminas de alimentos. Pida a un niño que escoja una y cuente los miembros del conjunto escribiendo el numeral correspondiente. Escriba Ud. los signos + e = 5 dejando un lugar desocupado. Permita al niño que encuentre la lámina y el numeral correspondiente.

Tape the product maps and a picture of a turkey on the board. Ask if both states raise turkeys. Distribute small pictures of products among the pupils. Have those with turkeys tape them above each other on the board. Explain that one bar is higher because more turkeys are produced in that state. Repeat making graphs with other products. Tape the food pictures on the board. Ask a pupil to select a picture, count how many are in the group, and write the corresponding numeral. Write + and = 5, and an empty box. Have the same pupil finish the equation with an appropriate picture and numeral.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 81

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| (Two) (are) (_____).<br>(Two) plus (two) equals (four).<br>(That)'s (_____).<br><br>lettuce, potatoes, tomatoes<br>apples, cherries, oranges<br>group, food, tree<br>plus; equals; with; all | | What group (do) the (apples) belong in?<br>The (apples) (belong) in the group with the (trees).<br>What are the things in (that) group?<br>(The things in that group) are (fruit).<br><br>thing; fruit, vegetables, meat; garden<br>animal; ham, beefsteak; smooth, rough |

## LINGUISTIC COMMENTARY

Typical language problems are: substitution of In what group belong the apples for What group do the apples belong in; loss of s in equals; substitution of "sing" or "ting" for thing and "esmoot" for smooth.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Using the equal sign (=) as meaning equals | | Grouping types of foods by origins<br>Grouping foods into categories of fruits, vegetables and meats<br>Summarizing that the groups of categories, meats, fruits, and vegetables are all food<br>Identifying and naming the texture of an object as smooth or rough<br>Grouping objects by texture |

## CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that foods come from different sources and that items may be grouped and regrouped for different reasons.

## MATERIALS

Activity 1: Use the accompanying pictures of trees, a garden, animals, apples, cherries, an orange, a head of lettuce, potatoes, a tomato, ham, and beefsteaks, tape, Wink, and Blink.

Activity 2: Use the food pictures from Activity 1, tape, chalk, and Blink.

Activity 3: Prepare enough pieces of sandpaper for each pupil and yourself. Use a real apple and tomato, a brick, a chalkboard eraser, a piece of paper, a balloon, and Blink.

## 1. WHAT GROUP?

Hold up the tree picture, identify it, and give it to a pupil. Repeat with the pictures of the garden and the animals, having the three pupils stand in separate areas. Give the picture of potatoes to Wink and ask what group they belong in. Have Blink model as Wink goes to the garden and leaves the potatoes with the garden pupil.

T: /giving potatoes to Wink/ What group do the potatoes belong in?
B&C: The potatoes belong in the group with the garden.

Continue, having Wink take a fruit and a meat picture to the tree and animal pupils. Then give individuals the rest of the pictures to take to the appropriate area and hold until three groups are formed: apples, cherries, and an orange; lettuce, potatoes, and a tomato; ham and beefsteak. Have the pupils give their pictures to friends and sit down. One by one, ask for the tree, garden and animal pictures, taping them apart on the chalkboard. Divide the class in two groups. Then ask for any one of the other pictures, having the pupil stand. Help one group ask, "What group (do) the (apples) belong in?" Have Blink help with the response and have the pupil with the picture tape it on the board appropriately. Continue until all pictures are on the board in the three groups.

## 2. ALL THESE ARE FOODS

Tape the fruit pictures on the board. Ask the class how many are apples, cherries, and oranges. Write the numeral under each picture. Have Blink help the class respond. Complete and say with the class the whole equation.

T: /pointing to apples/ How many are (apples)?
B&C: (Two) are (apples).
T&C: /after all fruits are counted and 2 + 2 + 1 = 5 is complete/ Two plus two plus one equals five.

Then help the boys ask what the foods are. Have Blink help the girls respond.

T&Bs: What are the things in that group?
B&Gs: The things in that group are fruit.

Repeat, counting and making equations for the vegetables and meats. Then, pass out pictures of food, one to a pupil. Have all the pupils with fruit pictures form a group in one corner. Help them tell the class, "All of the things in this group are fruit." Repeat, having the pupils with the vegetables and meat stand in two other corners. Have Blink ask the class, "Are all of the things in those groups foods?" Help the reply, "Yes. All of the things in those groups are foods."

## 3. SMOOTH AND ROUGH

Give each pupil a piece of sandpaper and describe it as rough. Then have them rub their desks as you describe the desks as smooth. Have some pupils touch an apple as you ask if it is smooth. Have Blink aid the answer.

T: Is this smooth?
B&C: Yes. That's smooth.

Continue with a piece of paper and a balloon, using smooth and a brick and a chalkboard eraser, using rough. Then, have a volunteer group some of the items into rough and smooth groups. Question the class about the groups, using the language structures from Activities 1 and 2 and adding other familiar items sometimes.

T: /points to rough group/ Are all of the things in that group rough?
C: Yes. All of the things in that group are rough.
T: /holding up tomato/ What group does the tomato belong in?
C: The tomato belongs in the group with the smooth things.

### TAKE-OFF IDEAS

*During play time, have pupils tell if materials or items are smooth or rough.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 82 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| The (orange) belongs in the group with the (trees).<br>The things with the (___) are (___).<br><br>orange, apple, ham, beefsteak, potato lettuce, meat, vegetable, fruit, tree animal, garden, boat, thing; with | | How do some people get food?<br>Some people (on farms) (raise) (vegetables) for food.<br><br>sea, seafood, fish, lobster<br>farm, farmer<br>raise, catch; without |

**LINGUISTIC COMMENTARY**

Typical language problems are: addition of the, as raise the vegetables for raise vegetables; addition of s to people; and substitution of "race" for raise, "cash" for catch, "fitch" for fish, and "foot" for food.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Grouping types of food by origin and category<br>Using the equal sign (=) as meaning equals | | Identifying farming and fishing as means for getting food<br>Identifying different kinds of farming and ways of catching fish<br>Computing sums to 5, using old and new combinations and the equal sign |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding that there are different ways of solving the problem of how to get food.

**MATERIALS**

Activity 1: Use the pictures of trees, animals, the garden, an orange, apples, ham, beefsteak, potatoes, and lettuce from Lesson 81, the accompanying pictures of sea, fish, and lobster, tape, and Blink.

Activity 2: Prepare a paper bag containing rough and smooth foods such as apples, potatoes, etc.; use the garden and animal pictures from Activity 1, and the accompanying pictures of fishermen with and without boats, Wink and Blink.

Activity 3: Use the animals, trees, and garden pictures from Activity 1, tape, chalk, and Wink.

## 1. WHERE THEY BELONG

Tape on the chalkboard pictures of trees, animals, a garden, and the sea. Guide the class to identify each. Then hold up a picture of an orange and ask where it belongs. Have Blink help the class respond. Tape the orange by the trees.

T: /holding up the orange/ What group does the orange belong in?
B&C: The orange belongs in the group with the trees.

Continue with pictures of apples, ham, beefsteak, potatoes, lettuce, fish, and lobster, identifying the last two. When all the pictures are grouped, ask what the things in each group are. Have Blink help the class answer.

T: What are the things with the sea?
B&C: The things with the sea are seafood.

Continue, identifying the other groups: fruit, vegetables, and meat.

## 2. GETTING FOOD

Have nearby a paper bag with rough and smooth foods inside. Display pictures of a garden and animals, and fishermen with and without boats. Point to the vegetable and boat pictures and question the class as Wink helps them with the answer.

T: /points to vegetable picture/ How do some people get food?
W&C: Some people on farms raise vegetables for food.
/as T points to boat pic./
Some people with boats catch fish for food.

Continue with the other two pictures using animals and without. Then have Wink and Blink help groups ask each other the question as a pupil points to each picture to cue the response. Then tell the class they can get food in a pretend way by closing their eyes, reaching in a paper bag, taking out one item, and telling if it is rough or smooth. Have several pupils do this.

## 3. COUNTING FARMERS

Draw on the board three large, widely spaced boxes. Have two pupils tape the picture of animals in Box 1 and pretend to feed them. Have another pupil tape the picture of the garden in Box 2 and pretend to plant lettuce in front. Have two other pupils tape the picture of the fruit trees in Box 3 and pretend to trim them. Guide the class to tell how many "farmers" are raising animals. Have a pupil write 2 under the animal box.

T: /referring to pupil "farmers"/ Is one farmer raising animals or are two farmers raising animals?
C: Two farmers are raising animals.
Pupil writes 2 under box.

Continue, asking about those raising vegetables and fruit. Have a pupil write 1 under the garden box and another pupil write 2 under the tree box. Help a volunteer complete the equation to read, 2+1+2=5. Guide the class to read the final equation.

T&C: /reading final equation/ Two plus one plus two equals five.

Have five new pupils become the "farmers", sometimes assigning no pupils to one of the sets of pictures so as to give practice with 3+0+2 and 4+0+1. Ask several individuals to read the completed equations. Finally, point to each picture and ask, "How do some people get food?" Have Wink help the class respond.

T: /points to each picture/ How do some people get food?
W&C: Some people (on farms) raise (animals) for food.

Have groups question each other.

### TAKE-OFF IDEAS

*Have the pupils recall what seafood, vegetables, fruit, or meat they had for lunch and help them group them by those categories. Ask which ones are produced by farmers or fishermen and regroup them accordingly.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 83

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Do some farmers (____)?<br><br>same, different; some, a lot of; both<br>farmer, place, Michigan; here, there<br>potato, apple, lettuce, cherry, orange<br>fruit, vegetable; raise | | Some farmers (there) raise (turkeys).<br>Do farmers in (both places) raise a lot of (celery)?<br><br>cow, turkey, pig, celery<br>Texas; only |

## LINGUISTIC COMMENTARY

Typical language problems are: loss of do, as in Some farmers here raise pigs? and Farmers in Texas not raise a lot of celery; loss of of, as in some the same fruit, substitution of "tourkey" for turkey, "peeg" for pig.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Identifying and distinguishing fruits, vegetables and meats<br>Constructing charts | | Using product maps<br>Identifying same and different crops raised in different regions<br>Constructing a picture equation |

## CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that farmers in different regions raise different crops and that they may also raise some of the same crops; and that the absence of celery on the Texas product map means that little celery is grown there rather than none at all.

## MATERIALS

Activity 1: Use the pictures of potatoes, and apples from Lesson 81, the accompanying pictures of a pig, cow, and a turkey, the product maps of Texas and Michigan, a U.S. map, tape, chalk, and Wink.

Activity 2: Use the pictures of cherries, lettuce and orange from Lesson 81, all the pictures from Activity 1, the accompanying celery picture, tape, and Wink.

Activity 3: Prepare a duplicate set of the pictures of cherries, potatoes, pig and apples; use 4 paper clips, the pictures from Activities 1 and 2, the accompanying 2 farmer pictures and picture equation model, tape, chalk, and Wink.

## 1. DIFFERENT FARMERS, SAME FOOD

Identify Texas and Michigan on a U.S. map and tape the two product maps on the board, positioned to approximate the states' locations in the U.S. Identify the pig, cow, and turkey in the accompanying pictures. Give a pupil the pig picture. Identify Texas and ask the class if farmers there raise pigs. Have a pupil hold the pig next to the same picture on the product map and tell the class it is there. Have Wink help the class say the farmers raise pigs. Repeat with Michigan.

T: This is Texas.
Do some farmers here raise pigs?
P1: /after matching pig pictures/
Yes.
W&C: Some farmers there raise pigs.
T: This is Michigan.
Do some farmers here raise pigs?
P1: Yes.
W&C: Some farmers there raise pigs too.

Then help the boys ask, "Do farmers in both places raise pigs?" Have Wink aid the girls' reply. Tape the pig picture on the middle section of the board and draw a line above and below it so that there are three levels, Michigan on one, the pigs on the next and then Texas on the bottom. Continue with cows, turkeys, potatoes, and apples until the five pictures are in the middle.

## 2. DIFFERENT FARMERS, DIFFERENT FOOD

Leaving the Activity 1 pictures on the board, identify the celery picture. Then give it to a pupil. Help the boys ask the girls if Texas farmers raise a lot of celery. Have the pupil cue the reply after looking at the Texas product map. Have Wink aid the girls.

T&Bs: Do farmers in Texas raise a lot of celery?
P: No.
W&Gs: Farmers in Texas don't raise a lot of celery.

Then repeat with Michigan and have the pupil tape the celery next to Michigan. Help the girls ask if farmers in both places raise a lot of it. Have Wink aid the boys' reply.

T&Gs: Do farmers in both places raise a lot of celery?
W&Bs: No. Only farmers in Michigan raise a lot of celery.

Continue with other pupils, using cherries as another Michigan product and lettuce and oranges as Texas products. Next, ask if farmers in both places raise fruit or vegetables and if they are the same. Have Wink aid the class's reply as you point.

T: Do farmers in both places raise (fruit)?
W&C: Yes. Farmers in both places raise (fruit).
T: Do they raise all of the same (fruit)?
W&C: No. They raise some of the same (fruit), but they raise some different (fruit) too.

## 3. WHAT GOES IN THE BOX?

Leaving the pictures from Activities 1 and 2 on the board, give four pupils one of the duplicated pictures. Have Wink point to the cherries on the board, telling where farmers raise them. Clip a farmer picture to those cherries and say he raises them. Tape up a farmer picture and the picture of the farmer clipped to cherries as in the accompanying model. Draw the rest making the empty box bigger than the pupils' pictures. Ask who has a picture for the box.

W: /touching cherries on board/
Some farmers here raise cherries.
T: /holding up farmer with cherries/
This farmer raises cherries.
/after writing picture equation/
Who has a picture for the box?
P1: I do. I have cherries.

Then have the pupil tape the cherries in the box. Repeat with apples, pigs, and potatoes.

### TAKE-OFF IDEAS

*Have pupils construct picture equations using their own drawings as in Activity 3.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 84 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Are there (___)?<br>There are (___).<br>(Three) plus (___) equals (five).<br>Some farmers (here) raise (apples).<br><br>Michigan, Texas, farmer, number pig, cow, turkey, potato; raise | | Are there any (pigs) on the map of (Michigan)?<br>Do farmers in (Michigan) raise as many (pigs) as farmers in (Texas)?<br><br>grapefruit, sugar beet, map, secret of |

LINGUISTIC COMMENTARY

Typical language problems are: confusion of is and are with there; use of double negative, as in There aren't no; substitution of "mop" for map, "race" for raise, and "off" for of.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Comparing crops and animals raised in different regions | | Using product maps to compare quantities of food production<br>Constructing and using bar graphs to compare food production<br>Identifying and using the placeholder equation with sums to 5 |

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that the box in a placeholder equation represents a particular number.

MATERIALS

Activity 1: Use the potatoes picture from Lesson 81, the Michigan and Texas product maps, the pictures of a pig, cow, turkey from Lesson 83, the accompanying pictures of grapefruit, and a sugar beet, the animals and foods each with a state, the model of the bar graph and chalkboard arrangement, tape and Wink.

Activity 2: Prepare Blink to be disguised as a visiting farmer; use the bar graphs from Activity 1, and chalk.

Activity 3: Use the product maps from Activity 1, the accompanying food and animal pictures, chalk, tape and Wink.

## 1. FOOD AND BAR GRAPHS

Have the Michigan and Texas product maps on the board, placing Texas below Michigan. Identify the grapefruit and sugar beet pictures. Then give the pictures to two pupils and guide them, one at a time, to match the food to each of the maps. As each pupil does so, have Wink help the class ask if there is any of that food on the map. Help the pupil respond.

W&C: /as P matches grapefruit to the Michigan map/
Are there any grapefruit on the map of Michigan?
T&P1: No. There aren't any on the map of Michigan.

Explain that some farmers in Texas do raise grapefruit and since it is not on the map, you will place it next to Texas. Explain that the same is true for sugar beets and Michigan. Then, identify the pig picture and tape it up elsewhere as in the accompanying model. Give a pupil the small pig pictures. Repeat the dialog using pigs with Michigan, having him find the corresponding pictures on the map. After the response, have him place the Michigan pig above the big pig picture. Continue using Texas. Help the pupil construct the bar graph. Continue with other pupils using the pictures of cows, turkeys, and potatoes.

## 2. THE VISITING FARMER

Leave the bar graphs from Activity 1 on the board. Outline each bar with chalk. Dress Blink as a visiting farmer and have him ask, "What are those?" Say, "Those are bar graphs," and explain how they show if different farmers raise the same amount of food in different places. Divide the class in two groups. Have Blink tell Group 1 to ask the others if farmers in two places raise the same amount of pigs. Help a Group 2 pupil compare the bar heights and then help Group 2 reply.

B: Ask them if farmers in Michigan raise as many pigs as farmers in Texas.
G1: Do farmers in Michigan raise as many pigs as farmers in Texas?
T&G2: /after P points to bars/
No. Farmers in Michigan don't raise as many pigs as farmers in Texas.

Continue comparing Michigan to Texas production. Alternate groups and use the cows, turkey and potatoes pictures. Then have four pupils help you remove the pictures for each food and have four others shade in each bar. Repeat the dialog, comparing Texas to Michigan.

## 3. THE SECRET

Use the product maps. Display the accompanying food pictures. Have a pupil choose one, tape it up, and write the numeral under it which represents the number of items. Ask him where farmers raise that food. Have Wink help him respond using the maps. Then, complete a placeholder equation equal to five, adding to the pupil's number $+\square=5$. Tell the class that the box is a secret number. Ask Wink to select a picture that goes with the box.

T: /after P puts 3 under apples/
Where do farmers raise apples?
W&P: /pointing to product maps/
Some farmers in both places raise apples.
T: /pointing to $\square$ in $3+\square=5$/
This is my secret number. Wink, which picture goes with the box?

Have Wink choose and tape up an appropriate picture. Say with the class, "Three plus the secret number equals five." Write the numeral in the box and say the complete equation with the class. Repeat making other placeholder equations around pictures pupils choose. Have volunteers choose the pictures that go with the box, tape them up, and fill in the boxes.

### TAKE-OFF IDEAS

*Have pupils paint or crayon pictures of their favorite foods, several to a page. Tape the pictures up in pairs, writing equations underneath.

*Have pupils construct bar graphs with bars representing numbers of items.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 85 |
|---|---|

# REVIEW

## LINGUISTIC FOCUS - REVIEW

Using phrases with <u>in</u>, <u>on</u>, <u>with</u> and <u>without</u> as post-noun modifiers
Using <u>here</u> and <u>there</u> as post-noun modifiers

## CONCEPTUAL FOCUS - REVIEW

Grouping foods by origin
Constructing and using a bar graph
Using product maps
Identifying that two different regions raise fruits, vegetables and meats
Identifying and using the placeholder equation with sums to <u>5</u>
Identifying fishing and farming as means for getting food
Identifying different kinds of farming and ways of catching fish

## MATERIALS

Activity 1: Use the trees, garden, and animals pictures from Lesson 81, the sea picture from Lesson 82, the food pictures from Lesson 81, fish and lobster pictures from Lesson 82, celery from Lesson 83, and grapefruit from Lesson 84, chalk, tape and Wink.

Activity 2: Prepare 4 red labels with the word <u>vegetables</u>, 4 blue labels with the word <u>fruit</u>, and 5 green labels with the word <u>meat</u>; use the lettuce, cherries, apples, orange, celery and potatoes pictures from Activity 1, the pig, cow, turkey pictures and the product maps from Lesson 83, chalk, and tape.

Activity 3: Use the pictures of animals, trees and a garden from Activity 1, the fishermen with and without boats from Lesson 82, tape, chalk and Wink.

## 1. GROUPING AND BAR GRAPHS

Tape on the bottom of the board the trees, garden, animals, and sea pictures. Have the twelve food pictures on a desk and ask Wink what group a food belongs in. Help her select a picture and tape it up.

T: What group do the (apples) belong in?
W: The (apples) belong in the group with the (trees).
W tapes apples above the tree picture.

Then have Wink chalk a box around the picture. With pupils taking Wink's place, continue with the other food pictures, taping them one above the other. Vary the activity by having several pupils help you ask the question. When all the pictures are up and have boxes around them, remove them one at a time. Have pupils shade in the boxes. Discuss which groups have more kinds of foods than others.

## 2. FOOD HERE, FOOD THERE

Give the product maps to two pupils. Give another pupil the celery picture and the red labels. Identify the word vegetable. Ask where celery is raised. Help the pupil find celery on the Michigan map and aid his answer. Have the class repeat it. Have the pupil give a label to the Michigan pupil and try to find celery on the Texas map. Help him say there aren't any on the Texas map.

T: Where do farmers raise celery?
T&P: /pupil finding Michigan celery/ Some farmers here raise celery.
T&C: Some farmers there raise celery.
T&P: /not finding Texas celery/ There isn't any on the map of Texas.

Have the class repeat his answer. Ask him to give you the rest of his labels and sit down. Continue with other pupils using the other vegetables and red labels. Then, help the boys ask, "Do farmers in both places raise vegetables?" Have the map pupils hold up the labels and help the girls reply. Tape up three of the red labels and write 3+□=4. Have a pupil tape a label above the box and complete the equation. Repeat the activity using the fruit and meat pictures and their corresponding labels. Vary the equation.

## 3. FARMER CHARADES

Tape up the animal, garden, tree and fishermen pictures. Number them from one to five. Tell the class that Wink wants to know how people get food and they will guess the answer. Have Wink ask the question. Then, have a volunteer whisper to you the number of the picture that he chooses to pantomime. As he acts, guide individuals to guess what he is doing. Help the class repeat the guess. Have the volunteer answer.

W: How do people get food?
P1: /guessing, after V whispers number to T and pantomimes/ They raise animals.
T&C: Some people on farms raise animals for food.
V: /if P1 guesses wrong/ No.
P2: They catch fish.
T&C: Some people with a boat catch fish for food.
V: Yes.

Continue, having the pupil who guessed correctly become the volunteer.

### SUGGESTED FIELD TRIP

Arrange to take the class to a local grocery store and separate into small groups, each with an aide or roommother. Have each group visit the produce, meat, and fish sections. Discuss the food in each section using the language of Lessons 81-84. Ask questions such as Do the apples belong in the group with the trees or the animals? and Is celery a vegetable or a fruit? If possible, buy some foods so the pupils will have a chance to touch for texture and smell the food. After returning, discuss the foods you saw, drawing representations on the board. As you draw, group the foods into groups of fruits, vegetables, meat and fish.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES |
|---|---|

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Introducing the minus sign, -
- Using 5-1 as the numeral for the number that is one less than 5, etc.
- Describing types of shelter on the basis of their use
- Classifying groups of like shelters
- Grouping and regrouping food items and discriminating among attributes of each item
- Discriminating basic needs from other items in a group
- Identifying basic needs and applying the rule that everybody needs food, clothing and shelter
- Subtracting combinations of 5

MATERIALS:
- Activity 1: Use chalk and classroom objects.
- Activity 2: Use the shelter pictures from Lesson 87, chalk, and tape.
- Activity 3: Use the food pictures from Lesson 81, celery from Lesson 83, grapes and strawberries from Lesson 88, chalk, and tape.
- Activity 4: Use the accompanying pictures of children, chalk and tape.

## 1. MENOS (to accompany lesson 86) MINUS

Llame cinco niños al frente. Cuéntelos con la clase. Pregunte de cuántos miembros consta ese conjunto. Escriba el 5 en la pizarra. Proceda igual con un nuevo grupo de cinco niños. Compare los conjuntos y los numerales. Pida a un niño que se siente. Escriba -1 al lado del 5 que representaba ese conjunto. Explique que el guión significa menos y que se quitó un niño. Haga que cuenten el nuevo conjunto terminando de formar la resta 5-1=4. Repita usando objetos de la clase en combinaciones desde 9-1 hasta 1-0.

Call five pupils to the front. Count them with the class. Ask how many are in that set. Write a 5 on the board. Do the same with a second group of five pupils. Compare the groups and the numerals which represent them. Ask a pupil to sit down. Write -1 beside the 5 which stood for the set. Explain that the dash means minus and that one pupil was taken away. Have the class count the new group, finishing the equation, 5-1=4. Repeat the activity using classroom objects in combinations of 9-1 to 1-0.

## 2. 8-1 SON 7 (to accompany lesson 87) 8-1 to 7

Dibuje una recta numérica. Coloque láminas de diferentes viviendas encima de cada numeral. Nombre un numeral. Los

Draw a number line and tape pictures of different kinds of shelter above each numeral. Name a numeral and have the

niños dirán a qué vivienda corresponde. Diga que ahora dará un nuevo nombre para los numerales. Señale la lámina 7 y dígales, "Ocho menos uno." Escriba 8-1. Continúe preguntando en qué lugares se usa cada vivienda, nombrando el número en la nueva forma. Ayude en las respuestas. Señale la casa remolque. Pregunte qué gente vive en ella. Pida que le digan cuáles otras viviendas usa la gente que viaja. Forme un conjunto, y escriba el 3. Repita formando conjuntos con viviendas usadas en sitios secos y cálidos, en el Polo Norte y en sitios como Michigan.

pupils name its corresponding shelter. Then tell them that you will call the numerals by another name. Point to picture 7 and say "Eight minus one." Write 8-1. Continue, asking where each shelter is used and calling the number by its new name. Help with the answers. Point to the trailer and ask what kind of people live in it. Ask them to name other kinds of shelter used by people who travel. Form a set and write a 3. Repeat, forming sets with shelters used in dry and hot climates, at the North Pole and in places like Michigan.

## 3. AGRUPANDO (to accompany lesson 88) GROUPING

Coloque en forma desordenada láminas de frutas, hortalizas y carnes. Ayude mediante preguntas para que identifiquen cada una. Pida a un niño que escoja una fruta. Repita para que formen conjuntos de frutas, carnes y hortalizas. Señale el conjunto de carnes, pregunte qué son. Cuéntelas y escriba el 2. Pregunte de qué otra forma puede llamarse el numeral. Indique y escríbalo como 3-1. Repita con hortalizas y frutas. Invite a los niños a agrupar los alimentos de otra manera. Anímelos para que lo hagan según su forma o cualquier otro atributo. Pregunte cada vez por qué forman los grupos.

Randomly tape up pictures of fruit, vegetables and meat. Use questions in guiding the pupils to identify each item. Ask a pupil to choose a fruit. Repeat so the class can make sets of fruit, meat and vegetables. Point to the set of meat and ask what they are. Count them and write a 2. Ask what else the numeral can be called. Say and write the answer as 3-1. Repeat with vegetables and fruit. Guide the pupils to group the foods according to shape or any other attribute. Each time the pupils form a group ask why they are doing it.

## 4. EN DISTINTOS PAISES (to accompany lesson 89) IN DIFFERENT COUNTRIES

Muestre las láminas de niños usando trajes típicos de sus países. Observe que la gente en diferentes países usan diferente tipo de ropa, según sus necesidades y costumbres. Indique que de igual modo varían las viviendas y alimentos. Logre, mediante preguntas, que le digan que todos necesitamos ropa, vivienda y alimento. Coloque cinco de las láminas en la pizarra. Haga que las cuenten. Pida a un niño que escriba el numeral 5 debajo. Invite a otro niño para que retire dos láminas de la pizarra. Guíelo para que escriba -2 al lado del 5. Ayude a la clase para que cuenten las que quedaron repitiendo con Ud., 5-2=3.

Show the pictures of children wearing traditional costumes of their countries. Guide the class in observing that people in different countries use various kinds of clothing to suit their needs and customs. Explain that shelter and food vary for the same reason. Use questions in guiding the pupils to say that all of us need food, shelter and clothing. Tape five of the pictures on the board. Have the pupils count them. Ask a pupil to write the numeral 5 below them. Invite another pupil to remove two pictures from the board. Guide him in writing -2 beside the 5. Help the class in counting the remainder, repeating with you, 5-2=3.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 86

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| winter clothes: coat, hat, mittens boots, snowpants<br>rainclothes: raincoat, rainhat<br>swimsuit<br>swim, wear, keep<br>heavy, dry, warm<br>who, which | | People who are going (to swim) wear (swimsuits).<br>(They're) (things) which people wear (to keep warm).<br><br>out (in the rain/in the cold)<br>go swimming |

## LINGUISTIC COMMENTARY

Typical language problems are: confusion of who and which; substitution of go to swim for go swimming; substitution of "colt" for cold.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Observing the differentiation of clothing on the basis of usage<br>Observing the identification of common properties among groups of clothes<br>Grouping items of clothing<br>Arriving at a label describing a group of data<br>Identifying groups of data as larger or smaller than other groups | | Introducing the minus sign (-)<br>Using (5-1) as the numeral for the number that is one less than (5) |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: understanding that 5-1 represents the same quantity as 4.

## MATERIALS

Activity 1: Use the accompanying cutouts of heavy coat, hat, mittens, boots, snowpants, 2 raincoats, 2 rainhats, 3 swimsuits, tape, Wink and Blink.

Activity 2: Use the groups of pictures formed in Activity 1, the accompanying picture of a boy going swimming, Wink, and Blink.

Activity 3: Use the group of winter clothes and rainclothes from Activity 1, chalk, tape and Wink.

## 1. RECALLING THE CLOTHES

Display the accompanying clothing cutouts near an empty wall. Show the swimsuit and ask Wink, "Who wears a swimsuit?" Have Blink cue Wink's response. Guide the class to repeat.

T: /to Wink, showing swimsuit/
Who wears a swimsuit?
B: /whispering loudly to Wink/
Going to swim.
W: People who are going to swim wear swimsuits.
C: People who are going to swim wear swimsuits.

Tape the picture to the wall. Repeat with the other clothing cutouts and the cue going out in the (rain/cold). Next ask if any of the clothes go together and have Wink and then volunteers make the groups. Repeat the question often.

T: Do any of these go together?
W: /grouping articles of rainclothes/
These go together.
T: Do any of the others go together?
V: /referring to swimsuits/
These go together.

## 2. GROUPS

Point to the groups of pictures made in Activity 1 and explain that you would like to know why the groups were put together. As you point to and ask about each group, have Blink cue Wink to tell why they go together. Have the class repeat Wink's statements.

T: /referring to group of rainclothes/
Why did we put those together?
B: /whispering loudly to Wink/
People wear to keep dry.
W: They're things which people wear to keep dry.
C: They're things which people wear to keep dry.

Continue, pointing to other groups and using the cues People wear to keep warm, People wear when they go swimming. Use the accompanying picture to explain go swimming. Repeat, having groups ask and answer the questions. Have Blink cue the responses if necessary in the same manner as above.

## 3. MINUS

Tape a five-member group of winter clothes and a four-member group of rainclothes from Activity 1 in separate areas of the chalkboard. Have the class count the larger set. Write 5 under the set. Have Wink ask the class who wears these clothes, why they were grouped, and what label they should have. Help the class with the label.

C: /as T points to numerals/
One, two,...five.
W: /after T writes 5/
Who wears a (heavy coat)?
C: People who are going out in the cold.
/after questions about each pic./
W: Tell us why we put these clothes together?
C: They're clothes which people wear to keep warm.
W: What's a name for this group?
T&C: Winter clothes.

Repeat with the group of rainclothes, writing 4. After questioning the class as above, ask if this set is as large as the other set. Then write 5-1=4. Say, "Five minus one equals four," pointing to the minus sign as you say minus.

T: /after questioning C as above/
Is the set of four as large as the set of five?
C: No, it's not.
T: /writing 5-1=4 on chalkboard and pointing to - while saying minus/
Five minus one equals four.
C: Five minus one equals four.

Repeat the last dialog with other combinations, using 9-1 to 1-0.

### TAKE-OFF IDEAS

*Have the children tell you what they are wearing today and why. Then have them remember what they wore the last time it rained or snowed, or last summer, and have them tell you why.

*Have remnants of wool, cotton, etc., and needles and thread on hand. Let pupils cut out and sew doll clothes then group them by use or season.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 87

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| (They're) (shelters) which (_____).<br>People who (_____). | | People use that shelter in places where it's (always cold). |
| shelter, people, place, kind<br>cold, warm and dry, like Michigan<br>often, always; use<br>where, who, which, when | | travel |

**LINGUISTIC COMMENTARY**

Typical language problems are: loss of it, as in where is always cold; substitution of "dat" for that, and "wish" for which.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Describing types of shelter on the basis of their use<br>Observing classification of groups of like shelters | | Comparing and contrasting differences and similarities between groups of shelters<br>Naming numbers on the number line by their numeral and their minus one numeral, as 6 and 7-1 |

**CONCEPTUAL COMMENTARY**

Typical conceptual problems are: difficulty understanding that items may be grouped in different ways for different reasons; and a number may be named in more than one way.

**MATERIALS**

Activity 1: Use the accompanying pictures of a concrete apartment house, wooden house, brick house, igloo, and adobe hut, and tape, Wink, and Blink.

Activity 2: Use the pictures from Activity 1 and the accompanying pictures of an Arabian tent, trailer, and houseboat, and Wink and Blink.

Activity 3: Prepare a number line on the chalkboard with 7 marks; use 7 pictures from Activities 1 and 2, chalk, tape and Blink.

## 1. BLINK NEEDS A HOUSE

Explain to the class that Blink is moving and needs help deciding what type of shelter he will need. Display the pictures of the apartment, wooden, and brick houses, the igloo, and the adobe hut near an empty wall. Point to each in turn, asking for information about each picture. Tape each to the wall as it is discussed. Have Wink cue each response and Blink model the first response for the class.

T: /showing picture of igloo/
Tell us something about the igloo.
W: /cuing for the class/
Places where it's always cold.
B: People use that shelter in places where it's always cold.
C: People use that shelter in places where it's always cold.

Continue with the other pictures cuing with Places where it's like Michigan for apartment, wooden, and brick houses and Where it's warm and dry for the adobe hut. Have Blink thank the class.

## 2. ALIKE AND DIFFERENT

Give one group of pupils the pictures of trailer, houseboat, and tent. Give another group the brick, wooden and concrete apartment houses, adobe hut, and igloo pictures. Have each group stand in front apart from one another. Point to each group asking which pictures are alike. Have Wink group pupils with Michigan-type shelters and say, "All these are alike." Ask Wink why. Have Blink cue and Wink model the response.

T: /pointing to Group 1 then Group 2/
Are any of the pictures in this group like the pictures in that group?
W: /grouping Michigan-type shelters/
These pictures are alike.
T: Why are they alike?
B: People who live where it's like Michigan.
W: People who live where it's like Michigan often use those kinds of shelters.
C: People who live where it's like Michigan often use those kinds of shelters.

Repeat with original groups, having Wink group the non-Michigan shelters and having Blink cue with People who live where it's not like Michigan. Next, re-form the original groups and ask, "Are the pictures in this group different from the pictures in that group?" Have Wink point to Group 1, then Group 2, and say, "Yes. These are shelters which people use when they travel. Those are shelters which people use when they don't travel." Explain travel as go different places. Have the class repeat both of Wink's statements. Repeat the activity having pupils group and give reasons for their groupings.

## 3. TWO NAMES FOR A NUMBER

Explain to the class that they are going to learn new names for the numbers on a number line. Tape seven shelters from Activities 1 and 2 above a number line. Write in the numerals 1 to 7 on the line. Ask if anyone can tell you something about each shelter as you point to it. Ask what number each is as you point. Begin with 6. Ask if anyone can tell you a different name for 6. Have Blink give the new name and write it on the board. Have the class repeat it.

T: /pointing to shelter number 6/
Can anyone tell us something about this tent?
V: It's a shelter which people use when they travel.
T: What number is this?
C: Six.
T: Can anyone tell us a different name for this number?
B: Seven minus one.
C: /after T writes 7-1 under 6/
Seven minus one.

Continue with the other shelters, having volunteers come up front and write the new numerals under each.

### TAKE-OFF IDEAS

*During social studies, point to different parts of the globe, telling what kind of weather they have there. Have the class tell what type of shelter could be used there.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 88 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| (Celery) (is) (a vegetable).<br>Why (does) (celery) go in that group?<br>(They)('re) (red).<br><br>food; vegetable, fruit, meat<br>apple, cherry, orange; ham, beefsteak<br>lettuce, potato, tomato, celery<br>write, put; plus | | (Celery) (is) (a food) that we can add to that group.<br>The things that we put in that group are (vegetables).<br>We can say, "(Ten) minus one."<br><br>grape, strawberry<br>add, say; minus; can |

**LINGUISTIC COMMENTARY**

Typical language problems are: substitution of what for that, as in foods what we can add; addition of a vowel sound before str- as in estrawberry; substitution of "at" for add and "foot" for food.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Discriminating items of food on the basis of being fruit, vegetables, or meat<br>Naming numbers on the number line by their numeral, plus one numeral, and minus one numeral | | Identifying reasons for food having been grouped in a particular way<br>Grouping food items and discriminating among several attributes of each item |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty regrouping pictures after they have already been grouped one way.

**MATERIALS**

Activity 1: Before the lesson put a color mark on each of the listed foods to show its real color; use the pictures of apples, cherries, a tomato, lettuce, potatoes, an orange, ham, and beefsteak from Lesson 81; celery from Lesson 83; and the accompanying pictures of grapes and strawberries, and chalk, tape and Wink.

Activity 2: Use the pictures from Activity 1, tape and Wink.

Activity 3: Use the accompanying chart as a model, chalk, and Blink.

## 1. CHALKBOARD GROUPS

Tape to the chalkboard in one group pictures of apples and cherries, in another group lettuce and potatoes, and in a third ham. Display in random order pictures of grapes, an orange, strawberries, a tomato, celery, and beefsteak. Help the class identify each picture. Then guide the boys to ask questions about what they can add to the vegetable group. Call on a volunteer to point to, name, and tape up one of the vegetables displayed. Have Wink guide the girls to expand the volunteer's answer. Guide the boys to ask why that food goes in that group. Have Wink guide the girls' reply.

T: /pointing to vegetable group, after all foods are identified/ What is a food that we can add to that group?
Bs: What is a food that we can add to that group?
V: /taping picture near group/ (Celery).
Gs: /with Wink's help/ (Celery) is a food that we can add to that group.
T: Why does (celery) go in that group?
Bs: Why does (celery) go in that group?
Gs: /with Wink's help/ The things that we put in that group are vegetables. (Celery) is a vegetable.

Continue with the other vegetables, then write vegetables under the group and read it with the class. Repeat with the other foods, having boys and girls alternate in asking questions.

## 2. CHANGING GROUPS

Point to one of the items in one of the groups made in Activity 1. Ask the class to tell you about the item. Guide them to observe the type of food it is, its color as marked on each picture and its shape. Then, ask the class if they can group the food items in different ways. Use Wink to help the class get started if necessary.

T: Can we put these foods together in different ways?
W: The (apples) and (strawberries) can go together.
C: /with teacher's help/ Why can they go together?
W: They're (red).
T: Are there other things that can go in this group?
V: (Cherries) can go in that group.

After several items are grouped, encourage new groups by asking if there are any other groups that the class may make. Use Wink to whisper suggestions.

## 3. SAY AND WRITE NUMERALS

Draw the accompanying chart on the chalkboard. Tell the class that they are going to write the numerals on a number line in a new way. Begin by asking Blink questions, having him model the responses for the class.

T: /pointing to 9/ Can we say this number in a different way?
B: We can say, "Ten minus one."
C: We can say, "Ten minus one."
T: Can we write that?
B: /after filling in the box/ We can write 10-1.
C: We can write 10-1.

Repeat with other "minus" equations such as 9-1, 8-1, 7-1 etc., without Blink cuing if possible. Have a volunteer write the numerals in the appropriate boxes.

Then guide the class to do the "plus" equations, having Blink model the responses, We can say eight plus one and We can write 8 + 1. Continue as above with different groups and volunteers.

### TAKE-OFF IDEAS

*Display objects that differ in various ways: size, shape, and color, but also have some attributes in common. Have the class suggest ways to group and regroup the objects, always stating the reason for a particular grouping. Then have one pupil group a few objects and have the other children try to guess his reason.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 89 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| (She) needs (food) to (eat).<br>(Shelter) (is) (___) that (___) needs.<br><br>milk, shoes, thing; else<br>boat, clothes, food, shelter | | camera, telephone, swing, T.V.<br>clothing, something, everybody |

**LINGUISTIC COMMENTARY**

Typical language problems are: confusion of that and what; substitution of no for not; loss of s on needs; substitution of "ting" or "sing" for thing; and "chelter" for shelter.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Generalizing that food, clothing, and shelter are things that everybody needs<br>Describing items as different but still satisfying basic needs | | Discriminating basic needs from other items in a group<br>Predicting basic needs and applying the rule that everybody needs food, clothing and shelter<br>Subtracting combinations of 5 |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty recognizing that basic needs may be satisfied by items similar in function but different in appearance.

**MATERIALS**

Activity 1: Use the accompanying pictures of a camera, boat, dress with shoes, swing, milk, T.V., telephone, and house, tape, and Blink.

Activity 2: Use the shelter, and clothing pictures from Activity 1, the accompanying pictures of Wink's girl friend from India, Indian food, clothing, and shelter, an American kitchen, a globe, and Wink.

Activity 3: Use the accompanying number chart as a model, an eraser, chalk, and Wink.

## 1. FINDING THE NEEDS

Tape the pictures of the camera, boat, shoes, swing, milk, T.V., telephone, and house to the chalkboard, telling what each is used for. Have the class repeat the names. Point to each picture, asking if everyone needs things like each. Have Blink aid the replies.

T: /pointing to the camera/
Are things like cameras things that everybody needs?
B&C: No. Things like cameras are not things that everybody needs.
T: /pointing to shoes/
Are things like shoes things that everybody needs?
B&C: Yes. Things like shoes are things that everybody needs.

Ask Blink and the class what things everybody needs. Then have Blink question volunteers. Have each volunteer stand at the front with the picture he picks.

T: What are things that everybody needs?
B: Food, clothing and shelter are things that everybody needs.
C: Food, clothing and shelter are things that everybody needs.
B: What is something that everybody needs?
V1: Food is something that everybody needs.
B: /to a second volunteer while the first stands at the front/
What else is something that everybody needs?
V2: Clothing is something that everybody needs.
B: /to a third volunteer/
What else is something that everybody needs?
V3: Shelter is something that everybody needs.

Have Blink point to the three pupils with pictures and ask the class again, "What are things that everybody needs?"

## 2. DIFFERENT THINGS BUT SAME NEEDS

Introduce Wink's friend as a visitor from India. Point out India on the globe. Have pupils guess what things she needs and why. Have Wink show what her friend uses. Match these pictures with the other pictures listed in the materials box.

T: /to V, Pointing to Wink's friend/
Can you tell what kinds of things she needs?
V1: /pointing to food picture/
She needs food to eat.
V2: /pointing to clothing picture/
She needs clothing to wear.
V3: /pointing to shelter picture/
She needs shelter to live in.

Ask the class if the things that Wink's friend uses are different from their own. Have Wink model the first answer.

T: /after matching clothes pictures/
Are these clothes the same or different?
W: They're different. But clothes are things that everybody needs.
C: They're different. But clothes are things that everybody needs.

Repeat with the food and shelter pictures. Next, guide different groups to ask other groups the questions. Guide the questions and response.

## 3. NUMBER WONDER

On the chalkboard, copy the accompanying number chart. Tell the class that Wink wants to know what numbers go in the boxes. Begin by asking if anyone can tell what four minus three equals. Have the class repeat the volunteer's correct answer.

T: /pointing to 4-3=□/
Can anyone tell us what four minus three equals?
V1: Four minus three equals one.
T&C: /as V fills in the box/
Four minus three equals one.

Continue with the other equations. Repeat, erasing all the answers.

### TAKE-OFF IDEAS

*Have the pupils tell you some things that they touched that day. Ask each time if the item mentioned is food, clothing or shelter.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 90 |
|---|---|

# REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 9 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 9. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 90 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

## LINGUISTIC PROGRESS CHECK

Using where, who, and that clauses as post-noun modifiers
Using with phrases and here as post-noun modifiers

## INCLUDED CONCEPTS

Describing types of shelter on the basis of their use
Differentiating items of clothing on the basis of their use
Grouping and differentiating items of food on the basis of their being fruit, vegetable, meat and fish
Identifying where food is raised using product maps
Discriminating types of food, clothing and shelter
Generalizing that all people need food, clothing and shelter

## MATERIALS

Activity 1: Use the 8 pictures of shelter from Lesson 87, and the clothing cutouts from Lesson 86, a box lid, tape and Wink.

Activity 2: Use the food pictures from Lesson 81, the lobster and fish pictures from Lesson 82, the product maps and celery picture from Lesson 83, the grapefruit picture from Lesson 84, tape, and Wink.

Activity 3: Use the food, shelter and clothing pictures from Activities 1 and 2, tape, and colored chalk.

## 1. WHERE IT'S USED, WHO WEARS IT

Tape up the shelter pictures. Have the class in rows. Ask the first pupil in one row where people use one of the shelters.

T: Where do people use (igloos)?
P1: In places where it's (cold).

Continue down the row using the other shelters. Then give a pupil a box lid with the clothing cutouts. Tell the class what the lid contains and that Wink wants to know who wears them. Have the next pupil in the row select a cutout and help him ask his neighbor who wears it. Have that pupil answer and then select a cutout and ask his neighbor the question.

T&P2: Who wears (a raincoat)?
P3: People who are going (out in the rain).
/after selecting cutout/
Who wears (a swimsuit)?
P4: People who are going to (swim).

Continue until all the cutouts are selected. Then have pupils with cutouts pantomime appropriate activities.

## 2. THE GROUPS

On one end of the board tape up the product maps, with Michigan above Texas. Elsewhere, tape up horizontally the pictures of the potatoes, cherries, ham, and lobster. Have on the chalkledge the pictures of the tomato, grapefruit, apples, beefsteak and fish. Have two pupils come to the front and have one select any picture and ask the other what group the food belongs in.

T: Ask (A1) what group the (apples) belong in.
P1: What group do they belong in?
P2: The (apples) belong in the group with the (cherries).

Have Pupil 2 tape up the food above the one it belongs with. After all are taped up, display the lettuce, orange, and celery. Give a pupil one of the pictures, have him match it on a map and say where farmers raise it.

T: Where do farmers raise (lettuce)?
P3: /matching picture with map/
Some farmers here raise (lettuce).

Then have the pupil ask a friend, "What group does the (lettuce) belong in?" Have the friend respond and tape it up appropriately. After all the foods are up, ask several pupils which are the fruits, vegetables, meat or fish. Have Wink help the first pupil if necessary.

T: Which are the (vegetables)?
P4: The things that are in the (first) group.

## 3. ANSWER TIME: PEOPLES' NEEDS

Display the clothing, food and shelter pictures randomly on the chalkledge. Ask the class for something that people eat, wear or live in. Have a volunteer respond and tape the corresponding picture on the board. As the other pictures are taped up, guide the pupils to separate them into three groups.

T: What is something that people (eat)?
P1: People (eat) (apples).
T: /after P1 tapes up (apples)/
What else is something that people (eat)?
P2: People (eat) (beefsteak).

After all the pictures are taped up in three groups of food, clothing and shelter, point to the food group and ask if someone can tell which of those items go together to form a sub-group. Then ask why. Use colored chalk to separate the sub-groups.

T: Can anyone tell us which pictures are alike?
P3: The (apples) and the (orange).
T: Why are they alike?
P3: Because they're both (fruit).

Continue regrouping within the food, and then clothing and shelter groups.

**TAKE-OFF PROGRESS CHECK**

*Have pupils group together the rough and smooth items in the room. Make a graph with bars representing the number of rough and smooth items.

RECORD SHEET - LESSON 90

Following is a list of the main structures checked in Lesson 90. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

| Structure | Standard | Non-Standard | Total | Percentage |
|---|---|---|---|---|
| In places where it's (cold). | 𝍸 𝍸 | 𝍸 | 15 | 10/15x100=67% |

For this structure there were fifteen responses, 67% of these were in Standard form.

| | STRUCTURE | STANDARD | NON-STANDARD | TOTAL | PERCENTAGE STANDARD |
|---|---|---|---|---|---|
| 1. | Where do (--)? | | | | |
| | In places where it's (cold). | | | | |
| | Who wears (a swimsuit)? | | | | |
| | People who are going to (swim). | | | | |
| 2. | What group do the (apples) belong in? | | | | |
| | The (apples) belong in the group with the (cherries). | | | | |
| | Some farmers here raise (lettuce). | | | | |
| | The things that are in the (first) group. | | | | |
| 3. | Some people (eat) (apples). | | | | |

## THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

| Lesson | Clarity of Instructional Intent | Teachability of Activities | Relation to Pupils' Language Needs | Relation to Other Areas of Curriculum |
|---|---|---|---|---|
| 81 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 82 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 83 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 84 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 85 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 86 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 87 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 88 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 89 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 90 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE UNIT 10 - OVERVIEW |
|---|---|

*The first grade child often becomes aware of the many work patterns in his family as well as other families. In order to understand these patterns and the need for variations the Spanish-speaking child needs to understand and use questions and statements in English which will help him find out about the many different situations he observes.*

## LINGUISTIC FOCUS

Unit Ten contains questions and answers providing the pupils with practice in:

USING -SELF/-SELVES FORMS WITH BY, AS BY MYSELF

MAKING COMPARISONS WITH AS MUCH AS, MORE THAN

MODIFYING FREQUENCY WORDS, AS (MORE/MOST) OFTEN AND ALMOST (ALWAYS/NEVER)

USING IMPERSONAL YOU AND POSSESSIVES OUR, THEIR

MODIFYING ADJECTIVES WITH TOO, AS TOO OLD

USING WITH TO SIGNAL ACCOMPANIMENT

## CONCEPTUAL FOCUS

Unit Ten contains activities which are basically designed to help the first grade child with the following:

COMPUTING SUMS AND DIFFERENCES TO 9 USING THE ASSOCIATIVE PROPERTY

IDENTIFYING THE VALUE OF AND NAMING A PENNY AND A NICKEL

ORDERING THE FREQUENCY OF EVENTS BY DESCRIBING THEM AS OCCURRING OFTEN, VERY OFTEN, MORE OFTEN, MOST OFTEN, ALMOST ALWAYS, ALWAYS, ALMOST NEVER, NEVER

DESCRIBING FREE TIME SPENT ALONE AND WITH PARENTS AND FRIENDS

USING THE PLACEHOLDER EQUATION

IDENTIFYING HOUSEHOLD TASKS AND SOME NECESSARY TOOLS

DEMONSTRATING THE DIVISION OF LABOR AT HOME

IDENTIFYING WHICH TASKS TAKE LONGER, AND SHARING AS A MEANS TO FINISHING FASTER

IDENTIFYING WHICH TYPES OF WORK EARN AND DO NOT EARN MONEY

IDENTIFYING THE WORKING FAMILY UNIT AND FAMILY MEMBERS WORKING OUTSIDE THE HOME

IDENTIFYING WORK AS THE PRIMARY MEANS FOR EARNING MONEY, AND OLDER FAMILY MEMBERS AS THE PRIMARY EARNERS

IDENTIFYING THE WORKING FAMILY UNIT, AND WHICH MEMBERS DO WHICH JOBS BOTH IN AND OUTSIDE THE HOME

IDENTIFYING PEOPLE TOO YOUNG, TOO OLD, OR TOO SICK TO WORK

DESCRIBING THE AMOUNT OF A SOLID AS REMAINING CONSTANT EVEN WHEN ITS APPEARANCE IS CHANGED

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES |
|---|---|

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying and demonstrating household tasks using the appropriate tools
- Identifying which task takes longer to do
- Computing sums and differences to 7 using the placeholder equation
- Observing and demonstrating that sharing the work gets tasks finished faster
- Identifying and distinguishing household tasks done alone, and shared
- Identifying which family member does which household tasks
- Describing what we do in our free time alone and with parents and friends
- Observing that time seems to pass more quickly when we are playing

MATERIALS:
- Activity 1: Prepare duplicate dish towel cutout; use the cutouts of a broom, dish towel, 1 snowshovel and 2 stacks of dishes from Lesson 91, a box, chalk, and tape.
- Activity 2: Use blocks and chalk.
- Activity 3: Use the stick figure pictures from Lessons 92-93, chalk, and tape.
- Activity 4: As preparation for this activity, have each child draw a picture of his family on an outing; use a ball.

## 1. OFICIOS (to accompany lesson 91) JOBS

Identifique recortes de escoba, pala, limpión y platos para lavar. Póngalos en una caja. Llame varios niños al frente. Uno sacará un recorte de la caja y mostrándolo preguntará a la clase qué oficio hacen con él. La clase nombrará el oficio de acuerdo con lo que el recorte represente. El grupo que está al frente representará con mímica el oficio. Repita con otros grupos y los recortes restantes. Muestre las dos pilas de platos, pregunte cuáles se lavan más rápido y por qué. Pegue en la pizarra los recortes que ha usado hasta ahora y otro de un limpión. Haga que los cuenten. Invite a un niño para que escriba el numeral 6 debajo. Pregunte cuántos deben quitar para que les queden 4. Escriba 6-□=4. Ayúdelos a efectuar la resta, retire primero dos recortes y escriba luego el numeral 2. Repita formando nuevas operaciones.

Identify cutouts of a broom, snowshovel, dish towel and dishes to wash. Put the cutouts in a box and call several pupils to the front. Have one pupil take a cutout from the box and show it to the class asking what job they do with it. The class will name the job indicated by the cutout. Have the group in front pantomime the job. Repeat with other groups and the remaining cutouts. Hold up both stacks of dishes and ask which stack can be washed faster and why. On the board tape the cutouts used so far and a cutout of a towel. Have the pupils count the cutouts. Ask a pupil to write the numeral 6 below. Ask how many cutouts should be removed to have 4 left. Write 6-□=4. Help them in completing the subtraction, first removing two cutouts and then writing the numeral 2. Repeat, forming new equations.

## 2. CON BLOQUES (to accompany lesson 92) WITH BLOCKS

Forme dos grupos con los niños. Colóquelos en los extremos de la clase. En el suelo coloque bloques. Ponga igual número cerca de cada grupo. Invite a un niño del grupo 1 a recoger los bloques mientras los demás observan. Pida a todos los niños del grupo 2 que recojan sus bloques. Pregunte cuál grupo tardó menos en recogerlos y por qué. Muestre siete bloques. Haga que los cuenten y escriba el numeral 7 en la pizarra. Complete 7-□=5. Pida a un niño que quite el número adecuado de bloques escribiendo el numeral correspondiente. Repita haciendo sumas y restas de 1 a 7.

Divide the class into two groups. Place them at either end of the classroom. Put an equal number of blocks on the floor near each group. Invite a pupil from Group 1 to pick up the blocks while the rest of his group watches. Ask all the pupils from Group 2 to pick up their blocks. Ask which group took less time in collecting the blocks and why. Show seven blocks and have the class count them. Write the numeral 7 on the board. Complete 7-□=5. Ask a pupil to remove the appropriate number of blocks and to fill in the corresponding numeral. Repeat, adding and subtracting from 1 to 7.

## 3. TRABAJO EN EL HOGAR (to accompany lesson 93) HOUSEWORK

Muestre las láminas de personas efectuando trabajos. Mediante preguntas haga que los identifiquen. Divida la pizarra en dos con una línea. Pida a distintos niños que escojan un oficio y coloquen de un lado los que ejecuta una persona sola y de otro los que comparten varios. Antes de colocar la lámina pregunte qué representa y quién lo hace. Cuando todas las láminas estén en la pizarra, pregunte cuáles se llevan a cabo más rápido y por qué.

Show the pictures of people working. Ask the pupils questions about the pictures, guiding them to identify the jobs. Draw a line on the board, dividing it in two parts. Ask different pupils to choose a picture of a job and tape it up. Have them put jobs done by one person on one side of the line, and jobs done by several people on the other side. Before taping each picture, ask what the job is and who does it. When all the pictures are on the board, ask which can be completed quicker and why.

## 4. EL TIEMPO LIBRE (to accompany lesson 94) FREE TIME

Comente con los niños lo que hacen ellos cuando no vienen a la escuela. Pida a cada uno que muestre el dibujo del paseo que hizo y cuente a sus compañeros a dónde fue. Pregunte si a ellos les parece más corto el día que van de paseo que el que vienen a la escuela. Haga que formen un círculo. Colóquese Ud. en el centro con una bola. Lance la bola hacia un niño preguntándole que hace él por las tardes cuando está solo y con amigos. El niño responderá devolviéndosela. Repita el juego por un minuto. Pídales que se queden en silencio por otro minuto y luego pregunte cuál les pareció más largo.

Talk with the children about what they do when they aren't in school. Ask each to show the drawing of his outing and have him tell his classmates where he went. Ask if they think a day on on outing seems shorter than a day in school. Have them form a circle and put yourself in the center of it with a ball. Toss the ball to a child, asking him what he does in the afternoon when he is alone or with friends The child will answer, tossing the ball back. Continue the game for one minute and ask the children to remain silent for a minute. Then ask which minute seemed longer.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 91

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| What's (he) going to (sweep)?<br>(He)'s going to (sweep) (the floor).<br><br>sweep<br>floor | | What do you do with a (snowshovel)?<br>You (clean) (the sidewalk) with it.<br><br>snowshovel, sidewalk, broom, dish<br>dishtowel<br>wash, dry, clean<br>you (impersonal) |

## LINGUISTIC COMMENTARY

Typical language problems are: substitution of I for you in response to questions such as What do you do with (--)?; addition of e before sn- as "esnow"; substitution of "jou" for you, "ditch" for dish, "watch" for wash, and "chovel" for shovel.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Using the placeholder equation with sums | | Identifying and demonstrating the use of tools in household tasks<br>Identifying and demonstrating household tasks<br>Identifying which task takes longer to do<br>Computing sums and differences to six using the placeholder equation |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty determining which numeral goes in the placeholder box when the placeholder box appears in different positions.

## MATERIALS

Activity 1: Use the accompanying snowshovel and broom cutouts, a dish towel, Wink and Blink.

Activity 2: Use the accompanying cutouts of 2 stacks of dishes, the dish towel from Activity 1, another dish towel, and Wink.

Activity 3: Use the broom and snowshovel cutouts from Activity 1, the dish cutouts from Activity 2, the accompanying dish towel, floor, and sidewalk cutouts, a paper bag, tape, chalk, Wink and Blink.

## 1. SWEEP, SHOVEL, AND DRY

Give the snowshovel cutout to Blink and tell the class what he has. Have Wink help the girls ask what it is used for while Blink and the boys pantomime the appropriate action. Then have Blink help the boys respond.

T: Blink has a snowshovel.
W: /modeling for girls/
What do you do with a snowshovel?
Gs: What do you do with a snowshovel?
B: /after he and boys pantomime/
You clean the sidewalk with it.
Bs: You clean the sidewalk with it.

Continue with the broom cutout and a dishtowel using broom, dishtowel, sweep the floor, and dry the dishes. Repeat having the boys be the questioners. Then have the class form a circle. Have a volunteer turn his back and clap his hands while the pupils in the circle pass the cutouts and towel around. When the volunteer stops clapping help the pupils with the articles ask other pupils the appropriate questions. Repeat with a new volunteer clapping.

## 2. DISHES, DISHES, DISHES

Have two pairs of pupils come up front. Give a cutout of a stack of dishes to one member of each pair, and a dishtowel to the other. Tell the class that the pupil with the dishes is going to wash them, and the other is going to dry. Divide the class in two groups. Point to the "wash" pupil in the first pair, and guide Group 1 to ask Group 2 what he is going to wash. Have Wink model Group 2's reply while pointing to the dishes.

T: What's he going to wash?
G1: What's he going to wash?
W: He's going to wash the dishes.
G2: He's going to wash the dishes.

Repeat pointing to the other pupil and using dry. Continue with the second pair of pupils. Repeat several times with other volunteer pairs. Then hold up the two stacks of dishes and ask the class which takes longer to wash. Have Wink guide the response if needed.

T: /holding up cutouts/
Which takes longer to wash?
W&C: /pointing to larger stack/
That one.

Point out that more dishes take longer because there are more to wash.

## 3. EQUATIONS

On the board write the following sequence: 1+□=6, □+1=6, 2+□=6, □+2=6, ...5+□=6, □+5=6. Then place the snowshovel, broom, and dishtowel cutouts in a paper bag. Tell the class Blink has some tools but does not know what to do with them. Help a volunteer be Blink, pick one cutout from the bag, tape it up, and ask what it is used for. Help the volunteer complete the first two equations, 1+□=6 and □+1=6.

B: /chooses broom, with T's help/
What do you do with a broom?
C: You sweep the floor with it.
Blink tapes up cutout, then completes equations.

Continue with the snowshovel and then dishtowel, and the next four equations. Then put the floor, sidewalk, and dish cutouts in the bag. Have volunteers be Wink and Blink. As Blink chooses an item help Wink ask what Blink is going to do. Have Blink tape up the cutout and complete the next two equations.

W: /with teacher's help as Blink chooses a sidewalk/
What's he going to clean?
C: He's going to clean the sidewalk.
Blink tapes up cutout, then completes equations.

Continue until all cutouts are taped up and all equations are completed. Then add the following to the board 6-1=□, 6-2=□,...6-5=□. Repeat the activity, again having pupils fill in each box.

### TAKE-OFF IDEAS

*Have the class make their own drawings of other household tasks and the necessary tools. Encourage them to ask each other about what is done with or to the pictured items.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 92

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Who's (___)ing (___)?<br>Is (she) (wash)ing (the dishes)?<br>Did you (___) or did (Ray) (___)? | | (Joe) (is setting) (their table) by (himself). |
| wash, dry, help<br>all<br>table, dish, block<br>me, him, her, you | | our, their<br>himself, herself, yourself, myself<br>set, pick up, put away |

## LINGUISTIC COMMENTARY

Typical language problems are: substitution of "hisself" for himself, "youself" for yourself; confusion of set and sit; loss of past tense ending in picked up and helped; addition of regular past tense ending to irregular past, as putted away.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Identifying and demonstrating household tasks<br>Identifying and demonstrating which task takes longer<br>Using the placeholder equation with sums and differences | | Demonstrating the division of labor<br>Computing sums and differences to 7<br>Demonstrating efficiency as a result of helping one another |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty determining which numeral goes in the placeholder box when the placeholder box appears in different positions.

## MATERIALS

Activity 1: Use 2 tables and Blink.
Activity 2: Use blocks, a box, and Blink.
Activity 3: Use the accompanying cutouts of Jan's family, stick figures washing dishes, setting the table, sweeping the floor, picking up and putting away toys, a paper bag, chalk, and tape.

## 1. HELPING AT HOME

Divide the class into two groups and have each group stand around their own table. Have Group 1 pretend to set their table and have one pupil from Group 2 pretend to set their table. Question each group about who is setting each table. Have Blink help the groups respond.

T: /to Group 1 while standing close/ Who's setting your table?
G1: /with Blink's help/ We're all setting our table.
T: /to Group 1, pointing to Group 2/ Who's setting their table?
G1: /with Blink's help/ (Joe) is setting their table by (himself).

Stand with Group 2 and ask the appropriate questions.

T: /to Group 2 while standing close/ Who's setting your table?
G2: /with Blink's help/ (Joe) is setting our table by (himself).
T: /to Group 2, pointing to Group 1/ Who's setting their table?
G2: /with Blink's help/ They're all setting their table.

Repeat the activity, having one pupil from Group 1 set their table while all the pupils in Group 2 set their table. Have different pupils take your place and ask the question. Repeat the activity with the children pretending to wash and dry the dishes.

## 2. THE BLOCK PICK-UP

Place a pile of blocks and a box on the floor. Have two volunteers come up and put the blocks in the box. Use Blink to help the class ask each volunteer if he picked up the blocks by himself. Guide the replies.

B: /to V1/ Did you pick up the blocks by yourself, or did (Ray) help you?
B&C: Did you pick up the blocks by yourself, or did (Ray) help you?
T: (Ray) helped (him).
V1: (Ray) helped (me).

Repeat having only one pupil pick up the blocks. Have the class ask him the question again. Model the response I picked up the blocks by myself. Next, place two piles of blocks on the floor, one larger than the other. Have two pupils help pick up each pile. Help the class repeat the questioning. Then ask which group took longer and point out that one group had more to pick up. Then have two pupils help each other, and one pupil without help put the box of blocks away. Repeat the dialog using put away. Point out that some people picked up blocks while others put them away and that all the work got done.

## 3. PICK A TASK

Display the accompanying cutouts of Jan's family. Place the pictures of household tasks in a paper bag. Write on the chalkboard the equations $6+\square=7$, $5+\square=7$,...$0+\square=7$. Have a volunteer come up, complete any equation, and then reach into the bag and choose a task. Have him then choose the family members he wants to help with the task, and tape all the cutouts and pictures on the chalkboard. Help him ask the class about them if necessary.

V1: /after completing equation, and choosing washing dishes, the mother and Jan/ Is the mother washing dishes by herself?
C: No, she isn't. Jan is helping her.

Vary the activity by having volunteers pretend to do the task themselves, and with partners. Help the class question them using Did you (pick up) the (blocks) yourself or did (Paul) help you? Repeat the whole activity adding the equation $\square+6=7$, $\square+5=7$,...$\square+0=7$ to those already on the board.

### TAKE-OFF IDEAS

*Make arrangements for several members of the class to go to the kindergarten classroom each day for several days. Have them help the kindergarteners in playing with and cleaning up their play house.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 93

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| (They) (sweep the floor) by (___).<br><br>they, their; you, your; we, our<br>wash, set, sweep, share, cut, fix, clean, pick up, put away<br>dish, table, floor, toy, people, grass, car, room<br>same, different, faster | | What work do you do (with other people)?<br>We (set) (the table) (with other people).<br><br>job, work, grown-ups<br>themselves, yourselves, ourselves<br>finish; with |

## LINGUISTIC COMMENTARY

Typical language problems are: loss of do, as in What jobs you do by...; substitution of "jop" for job, "finich" for finish; loss of final /z/ in jobs and -selves; and substitution of "theirselves" for themselves.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Computing sums and differences to 7<br>Identifying and demonstrating household tasks done alone, and shared | | Identifying which family member does which household tasks<br>Observing and demonstrating that sharing the work gets tasks finished faster |

## CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that a job may be done by more than one family member; and difficulty making up an equation that equals the given answer.

## MATERIALS

Activity 1: Use the stick figure pictures of washing dishes, setting the table, sweeping the floor, picking up toys, and putting away toys from Lesson 92, the accompanying stick figure pictures of cleaning a room, cutting the grass, and fixing a car, tape, and Blink.

Activity 2: Use the cutouts of Jan's family from Lesson 92, the pictures from Activity 1, 8 pieces of colored paper, and Wink.

Activity 3: Use any 7 pictures from Activity 1, tape, chalk, a crayon, 3 erasers, and Blink.

## 1. WHO DOES WHAT

Display the accompanying pictures and those from Lesson 92. Divide the class in two groups. Have pairs of pupils choose a picture of a job they do by themselves, tape it up, and pantomime the action. Help Group 1 ask Group 2 what jobs they do by themselves. Have Blink guide Group 2's response on the basis of what is pantomimed.

T: /as P1 and P2 pantomime cleaning a room/
What jobs do they do by themselves?
T&G1: What jobs do they do by themselves?
B: They clean their rooms by themselves.
B&G2: They clean their rooms by themselves.

Continue having other pairs choose pictures and tape them up. Vary the activity having the class question the pairs using you with yourselves. Have Blink guide the reply using we-our-ourselves. Next, have pupils choose jobs other family members do by themselves, and continue as groups question each other until all the jobs are taped up. Review the jobs and summarize saying, "These are things people do by themselves."

## 2. SHARING THE WORK

Show the cutouts of Jan and her brother, then her parents. Explain that parents are grown-ups. Display on the chalkledge the pictures from Activity 1, and tell the class that the people are doing work. Explain that the work may be done alone but often it is done with others. Divide the class in two groups and hide each picture under a sheet of colored paper. Help Group 2 ask Wink and Group 1 about the work done with others. Have a pupil from Group 1 choose a color, exposing the picture. Have Wink guide Group 1's response on the basis of that picture.

T: What work do you do with other people?
T&G2: What work do you do with other people?
W: /after P chooses a color/
We set the table with other people.
W&G1: We set the table with other people.

Continue with the other pictures, sometimes substituting grown-ups for people. Then pass out the pictures and have a pupil pantomime each at the same time. Guide Group 1 to ask Group 2 if all are doing the same job. Have Wink guide the response.

T: Are all of these people doing the same job?
T&G1: Are all of these people doing the same job?
W: No. They're doing different jobs. They're sharing the work.
W&G2: No. They're doing different jobs. They're sharing the work.

## 3. NUMBERED PICTURES

On the back of any seven pictures from Activity 1, write a numeral from 1 to 7. Tape them, well spaced, numeral up, on the board. Have a pupil choose a number, and write an equation that totals to that number under the appropriate picture. Help him then ask the class a question and cue the response by showing the picture he chose.

P1: /choosing 3, writing 2+1, and showing sweeping picture/
What jobs do mothers do by themselves?
C: They sweep the floor by themselves.

After several equations are written for each number, draw a ring around two sets of four equations. Have one pupil erase one set, and two pupils erase the other. Ask who finished first and why. Have Blink model We finish faster when we share the work.

### TAKE-OFF IDEAS

*During clean-up times, discuss with the class what jobs they share, what jobs they do by themselves and what jobs you do. Help them decide why jobs are allocated the way they are and which are done fastest.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 94 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| What do you do (____)?<br>I (play) (ball).<br><br>work, play<br>by (yourself/myself), with<br>together<br>children, parents | | go out to eat, go for a ride<br>go to the park, watch television<br>sit |

LINGUISTIC COMMENTARY

Typical language problems are: loss of do, as in What you do for What do you do; substitution of "rite" for ride, "wash" for watch, "shildren" for children, and "jourself" for yourself.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Computing sums and differences of 6 and 7 | | Describing free time spent alone and with parents and friends<br>Observing that time seems to pass more quickly when we are playing |

CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that the same period of time can seem to pass at different rates.

MATERIALS

Activity 1: Use the accompanying disguise for Blink, the picture of a family eating out, and Blink.

Activity 2: Use the accompanying picture of 2 children playing, a pencil, eraser, and Blink.

Activity 3: Prepare 2 sets of numerals from 0 to 7, an equal, minus and plus sign; use chalk, a table, and Blink.

## 1. FREE TIME ACTIVITIES

Place the accompanying disguise on Blink and tell the class Blink is from a foreign country. Explain that he sees them at school, and now would like to know what they do other times. Divide the class in two groups, and have Group 1 help Blink ask his questions. Guide Group 2's response.

B: What do you do when you're not in school?
G1&B: What do you do when you're not in school?
T: Sometimes we work and sometimes we play.
T&G2: Sometimes we work and sometimes we play.

Show the class the picture of the family eating out. Have Blink and Group 2 ask Group 1 what they do with their parents. Guide the appropriate response.

B&G2: What do you do with your parents?
T&G1: We go out to eat together.

Continue, having the groups ask individuals the questions. Suggest as responses, go for a ride, go to the park, and watch television, accepting other things pupils mention. End the activity by having Wink guide Group 1, then Group 2 to ask individuals what each does by himself or herself.

## 2. PASS IT ON

Have the class sit in a circle. Show the picture of two children playing and explain they are friends playing together. Tell the class to think of something they do with their friends. Then have a pupil stand in the center of the circle and close his eyes. Give another pupil an eraser. Have the pupil in the center open his eyes and try to find out who has the eraser, while members of the circle keep passing it when he is not looking. When he thinks he knows, help him guess, asking the chosen pupil what he does with his friends.

P1: What do you do with your friends?
P2: I (play) (ball).

Repeat several times, having the pupil with the eraser take the center pupil's place. Have the class time one minute during the game, and one minute after the game is over. Point out that the length of both is the same, and one only seems longer than the other. Next, send the class to their seats a few at a time, having Blink help groups ask those in their seats if all on the floor are sitting together. Guide the responses.

B: Are all of the children sitting together?
B&G1: Are all of the children sitting together?
T: Some of them are sitting together.
T&G2: Some of them are sitting together.

## 3. PEOPLE EQUATIONS

On a table place two sets of numerals from 0 to 7, an equal, minus and plus sign. Have five pupils line up in front of the class. Give one of the five a 6 or a 7, and another a plus or minus sign. Have a volunteer complete an equation using what the two pupils are holding, and whatever he wishes to give the others to hold. When the equation is complete, help the five ask the volunteer what he does when he is not in school. Have Blink guide the volunteer's response if needed. Have a pupil be the recorder, and write each equation on the board as it is formed.

T&Ps: What do you do when you're not in school?
B&V: I (watch) (television).

Vary the activity by asking what they do with parents, friends, and alone. Sometimes ask if all work together. Have Blink guide the responses.

### TAKE-OFF IDEAS

*Discuss how free time at home is different from free time in school. Talk about what things are done by yourself and what things are done with others.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 95 |
|---|---|

# REVIEW

## LINGUISTIC FOCUS - REVIEW

Using by followed by forms ending in -self and -selves
Using with in phrases such as sweep with the broom (instrument) and play with my friends (accompaniment)

## CONCEPTUAL FOCUS - REVIEW

Identifying and demonstrating the use of tools in household tasks
Identifying and demonstrating household tasks
Identifying and demonstrating household tasks done alone and shared
Demonstrating the division of labor
Identifying which family member does which task
Stating that sharing the work gets tasks finished faster
Computing sums and differences to seven using the placeholder equation
Describing free time spent alone and with parents and friends

## MATERIALS

Activity 1: Prepare a paper bag with the broom, snowshovel, and dishtowel cutouts from Lesson 91 and the 8 stick figure pictures from Lessons 92-93; use Blink.
Activity 2: Use the 8 stick figure pictures from Activity 1, tape, and Blink.
Activity 3: Use the 0 to 7 numerals from Lesson 94, tape, chalk, and Wink.

## 1. FAMILIES HERE, FAMILIES THERE

Divide the class into four groups. Have three groups pretend to be families which the fourth group will visit. Have the "visitors" bring a paper bag with the broom, snowshovel, and dish towel cutouts from Lesson 91, and the stick figure pictures from Lessons 92-93. Have members of each family visited choose a picture or cutout from the bag. When a cutout is chosen have the "visitors" ask the other groups what is done with it. When a picture is chosen have them ask what the person is going to do. Use Blink to guide responses if needed.

Vs: /as broom cutout is chosen/ What do we do with a broom?
B&Gs: We sweep the floor with it.
Vs: /as fixing car pic. is chosen/ What's (Paul) going to fix?
B&Gs: (He)'s going to fix the car.

Continue, having other groups be visitors. Vary the activity, sometimes having pairs of pupils select a picture and pretend to help each other. Have the visitors ask if pupils are doing the tasks by themselves. Have Blink guide appropriate responses.

Vs: /as pair chooses setting table/ Is (Mary) setting the table by (herself)?
Gs: No. (Paul) is helping (her).
Vs: /as pupil chooses cutting grass/ Is (George) cutting the grass by (himself)?
Gs: Yes, (he) is.

Continue, asking the pupils the question using yourself.

## 2. JOBS FOR ALL

Divide the class in two groups. Put the pictures from Activity 1 on the chalkledge. Guide Group 1 to ask Group 2 what jobs grown-ups do by themselves. Have a volunteer from Group 2 choose a picture he thinks appropriate. Have Blink guide Group 2's response using the pictured action, and then taping up the picture.

G1: What jobs do grown-ups do by themselves?
G2: /as V chooses fixing a car/ They fix cars by themselves.

Continue, having Group 2 question. Alternate, asking what children do by themselves until all pictures have been taped up. Repeat asking what jobs grown-ups, then children do with others, using the same pictures. Summarize saying, "Sometimes we share jobs and sometimes we don't. We finish faster when we share the work."

## 3. WHAT'S MY NUMBER?

Display the numerals from Lesson 94. Have a volunteer choose one, tape it to the board, and then write a placeholder equation using the chosen numeral. Have another volunteer fill in the box with the appropriate numeral. Then have the class ask the second volunteer what he does when he is not in school. Have Wink guide the reply.

C: /after V fills in box/ What do you do when you're not in school?
W&V2: I (play) (with) (my friends).

Vary the activity by having the class sometimes ask what the volunteer does with parents, friends, or by himself. Then have children, some in pairs and some alone, come and write equations. Have a pupil question the class using Are all of these children working together? Guide the class to respond that Some of them are working together. Some of them are working by themselves.

## SUGGESTED FIELD TRIP

Take the class on a tour through a department store. Stop at several departments such as housewares, garden tools, and hardware. At each department discuss with the class what members of the family might use various appliances or tools and for what task. Help them decide who might help with the tasks, and what they might do to help. Include in the discussion which tools it would be safe for them to use by themselves, which would not be safe for them to use, and which they would need help using.

| MICHIGAN MIGRANT PROGRAM | # INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES |
|---|---|

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying money; a penny as one cent, a nickel as five cents
- Demonstrating that older family members provide us with money for basic needs
- Describing the frequency of events as occurring never, very often, more often, etc.
- Identifying work as the primary means for earning money
- Demonstrating the amount of a solid as constant when its appearance is changed
- Computing sums and differences of nine
- Demonstrating that some family members may earn more than others

MATERIALS:
- Activity 1: Use 5 pennies, 1 nickel, play money, and the stores, car lot and house pictures from Activity 2, Lesson 96, and tape.
- Activity 2: Use the pictures of a farm, restaurant, gas station, store and factory from Lesson 97, and tape.
- Activity 3: Use 2 balls of clay, enough clay for each pupil, a table, and chalk.
- Activity 4: Use 4 pictures from Activity 2, tape and play money.

## 1. CON DINERO (to accompany lesson 96) WITH MONEY

Muestre una moneda de un centavo y una de cinco. Pregunte qué son y cuántos centavos vale cada una. Entrégueselas a dos niños. Pregunte cuál de ellos tiene más. Dé cuatro centavos más al niño que tenía uno y repita la pregunta. Insista en que ambos tienen dinero en igual cantidad. Pregunte para qué se usa el dinero y quién es quien generalmente lo usa. Dé cada una de las láminas del mercado, agencia de carros, casa y tienda de ropa a un niño. Divida los demás en grupos formando familias. Dé dinero a los padres de cada familia y permítales que vayan de compras ellos o manden a los hijos. Logre que observen a cuál tienda van a menudo, muy a menudo, etc.

Show a penny and a nickel and ask what they are and how many cents each is worth. Give each coin to a pupil. Ask which pupil has more money. Give four more pennies to the pupil who had one and repeat the question. Explain that both have the same amount of money. Ask what we spend money for and who usually spends it. Give each of the pictures of the grocery store, car lot, house and clothing store to a different pupil. Divide the rest of the class in groups, forming families. Give play money to the parents of each family and have them go shopping or have them send their children shopping. Have the class observe which store the "family" members go to often, very often, etc.

## 2. EL TRABAJO (to accompany lesson 97) WORK

En las paredes coloque láminas de fin-

Tape the pictures of a farm, restau-

ca, restaurante, estación de gasolina, tienda y fábrica. Ponga al frente varias sillitas que representen una casa. Sitúe en "la casa" un grupo de niños: "mamá", "papá" y varios hijos. Pida al "papá" que vaya a trabajar a la "estación de gasolina", la "mamá" a la "fabrica" mientras los demás van a la "escuela" representada por el resto de la clase. Ayude a la clase a que les pregunte dónde están su "mamá" y "papá", y cuándo y por qué trabajan. Guíelos a decir que quien trabaja obtiene dinero para las necesidades de la familia. Cambie los grupos y los sitios de trabajo, con personas que trabajen casi siempre, siempre, casi nunca, etc.

rant, gas station, store and factory on the wall. Arrange several chairs in front to represent a house. Put a group of pupils in the "house": "mother", "father", and some children. Ask the "father" to go to work in the "gas station" and the "mother" to work in the "factory" while the children go to the "school", represented by the rest of the class. Help the class ask the children where their "mother" and "father" are, and how often and why they work. Guide the children in saying that those who work earn money for family needs. Alternate the groups and places of work with people who work almost always, always, almost never, etc.

## 3. CON PLASTICINA (to accompany lesson 98) WITH CLAY

Muestre dos bolas grandes de plasticina del mismo tamaño. Permita que los niños las observen. Amase una en forma de culebra. Compare las dos haciéndoles observar que continúa siendo la misma cantidad. Reparta pedazos de plasticina y guíe a los niños para que repitan la experiencia individualmente. Dibuje en la pizarra el siguiente patrón $5+\square=9$. Coloque cinco bolitas de plasticina en una mesa. Pregunte cuántas más necesita para tener nueve. Póngalas en la mesa. La clase dirá el numeral correspondiente al cuadro y el niño lo escribirá. Repita con el patrón $9-\square=9$

Show two large balls of clay of the same size. Allow the pupils to study them. Mold one into the shape of a snake. Compare the two again, guiding the class to observe that each has the same amount of clay. Distribute pieces of clay and guide the pupils in repeating the experiment individually. Write the following placeholder equation on the board: $5+\square=9$. Place five balls of clay on a table. Ask how many more are needed to make nine. Put four more balls on the table. Have the class say which numeral should go in the box and have a pupil write it in. Repeat with the equation $9-\square=9$.

## 4. TRABAJANDO (to accompany lesson 99) WORKING

Coloque en la pared láminas de una finca, una fábrica, un restaurante y una tienda. Escoja cuatro niños que "trabajen" en esos sitios. Permita que unos trabajen más tiempo que otros. Use dinero de juguete para pagarles al terminar. Los que hayan trabajado más tiempo ganarán más dinero que los que trabajaron menos. Repita simulando una casa y haciendo que una niña trabaje en ella. Mediante preguntas logre que le digan que usualmente la gente no gana dinero por los trabajos que efectúan en el hogar pero que ellos trabajan tanto como los que lo hacen fuera.

Tape the pictures of a farm, factory, restaurant and store on the wall. Choose four pupils to "work" in those places. Have some work longer than others. Use play money to pay them when they finish. Those who have worked more time will receive more money, and those who have worked less time will receive less money. Repeat with a "pretend" house and have a girl work in it. Guide the pupils through questions to say that people usually do not earn money for work done in the home but they work as hard.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 96 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| They (____) often.<br>They don't (____) often.<br>How do (you) (____)?<br>(I) (____) (it).<br><br>family, penny, food, clothes, house, car<br>often; more, most | | Which do they buy more often, (a car) or (a house)?<br>Which do they buy most often?<br>They buy (food) (more/most/very) often.<br><br>money, cent, nickel<br>buy, get (acquire)<br>very |

**LINGUISTIC COMMENTARY**

Typical language problems are: confusion of the -er/-est and more/most comparisons, as in buy more oftener; substitution of "bery" for very.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Reviewing sums and differences of 5, 6, 7, using the placeholder equation | | Identifying a penny as one cent, a nickel as five cents and both as money<br>Demonstrating that older family members provide us with basic needs using money to purchase these things<br>Describing and ordering the frequency of events as occurring often, very often, more often, most often |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding the cent value of nickels and pennies.

**MATERIALS**

Activity 1: Prepare a set of 1 nickel, 5 pennies, 1 plus sign, 1 minus sign and 1 equal sign for each pupil; use chalk, and Wink.

Activity 2: Use the accompanying pictures of a grocery store, a house for sale, a car lot, and a clothing store, tape and Wink.

Activity 3: Prepare magazine cutouts of a man and woman, and play money of bills and coins; use the pictures from Activity 2, tape and chalk.

## 1. MONEY TALK

Give each pupil a nickel, five pennies, a plus sign, a minus sign, and an equal sign. Guide all of the pupils to each hold up and identify the appropriate money as Wink questions them.

T: /to class, holding up a coin/ Hold up this one.
W: What's that?
T: It's a (penny). It's (one cent).
C: It's a (penny). It's (one cent).
W: /after penny and nickel identified/ What are pennies and nickels?
T: Pennies and nickels are money.
C: Pennies and nickels are money.

Have the pupils manipulate their coins and signs as you write and read equations reviewing sums and differences of five, six and seven on the chalkboard. Ask them to give you the answers.

T: /writing and reading equation/ 5+2=□. What goes in the box?
C: /after arranging coins and signs to match 5+2=/ Seven.

Continue with other equations.

## 2. MONEY BUYS

Have Wink and the class ask you how you get food, clothes, a house, and a car. After responding to each question, ask the class how their families get each of the above items.

W: /to teacher/ How do you get (food)?
C: How do you get (food)?
T: I buy (it). /after responding to each ques./ How do your families get (food)?
C: They buy (it).

After asking the class about each of the four items, ask individuals who in their family buys each of the items. Have Wink help each pupil respond with answers such as My (father) does.

Then tape up in different parts of the room, the accompanying pictures of a grocery store and a house for sale. Choose a "mother" and "father" to shop. Guide them to go to the house once and to the grocery seven or eight times. Ask Wink and the class if that family buys food often.

T: /refers to "mother" and "father"/ Do they buy food often?
W: Yes. They buy food often.
C: Yes. They buy food often.

Continue, asking if they buy a house often and having Wink guide the reply, "No. They don't buy a house often." Then, tape up the accompanying pictures of a car lot and a clothing store. Have a new "mother" and "father" go to the house once, the car lot twice, the clothing store five times and the grocery eight times. Pick out two items at a time and ask, "Which do they buy more often, (food) or (clothes)?" Pick out three items and ask, "Which do they buy most often?" Have Wink guide the responses. Repeat with a new set of parents, having groups ask each other the questions.

## 3. TAKE MONEY ALONG

Tape up the four pictures from Activity 2. Identify and give magazine cutouts of a "mother" and "father" and play money to a volunteer who will take them on "shopping trips". Put a mark by each place each time that the "parents" stop there to help in determining the frequency of buying. Have the volunteer pretend to pay, etc. After several stops have been made, stop the "shopping". Ask groups and individuals questions from Activities 1 and 2.

T: /pointing to money/ What's that?
G1: That's money.
T: /pointing to cutouts/ Do they buy (food) very often?
G2: Yes. They buy (food) very often.

Repeat with another volunteer, helping groups and individuals ask each other questions.

### TAKE-OFF IDEAS

*Collect and discuss milk money, Weekly Reader money, etc. with the class.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 97

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| How does (_____)?<br><br>farm, store<br>always, never<br>he, she, you, we, they<br>his, her, your, our, their | | (The mother) works (in) a (restaurant) and gets money for (her) work.<br>(They) (almost always) work together (on) (the farm).<br><br>restaurant, gas station, factory<br>almost (always/never) |

## LINGUISTIC COMMENTARY

Typical language problems are: loss of does and non-standard word order, as in How gets money that family?; confusion of substitute forms you/your etc.; loss of final t in restaurant and almost; and addition of e before st as in estation, estore.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Reviewing sums and differences of 6, 7, 8, using the placeholder equation<br>Identifying a penny as one and a nickel as five cents | | Identifying work as the primary means for earning money<br>Identifying the working family unit<br>Describing the frequency of events as occurring almost always, always, almost never, never |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding the different degree of frequency as described by the terms almost always, always, almost never, and never.

## MATERIALS

Activity 1: Use the sets of 1 nickel, 5 pennies, 1 plus sign, 1 minus sign and 1 equal sign for each pupil from Lesson 96, the 5 accompanying pictures of families with a farm, a restaurant, a gas station, a store and a factory, chalk, and Wink.

Activity 2: Use the farm, store, restaurant and gas station pictures from Activity 1, tape and Wink.

Activity 3: Have each pupil prepare a picture of his family and the place or places where his family members work; use Wink.

## 1. WORKING FOR MONEY

Give each pupil a nickel, five pennies, a plus sign, a minus sign, and an equal sign. Have the pupils manipulate their coins and signs as you write equations reviewing sums and differences of 6, 7, and 8. Read the equations with the class and ask them to give you the answers.

T: /writes equation and reads with class/
9 - 1 =□. What goes in the box?
C: /after arranging coins and signs to match 9 - 1 =/
Eight.

Continue with other equations. Collect the coins, etc., and display the accompanying pictures of a farm, restaurant, gas station, store, and factory. Point to the picture of a family working on a farm and ask how they get money. Have Wink model the reply.

T: /points to farm working family/
How does that family get money?
W: They work on a farm and get money for their work.
C: They work on a farm and get money for their work.

Point to each of the other pictures and ask the same question, having Wink model the answers, substituting appropriate words in the structure, (The mother) works in a (restaurant) and gets money for (her) work. Repeat the second dialog, having groups ask each other the question.

## 2. FAMILIES THAT WORK TOGETHER

Tape up in different places the farm, store, restaurant, and gas station pictures from Activity 1. Choose pupils to pretend they are the "farm family" sleeping and then getting up to go to work together. Have them all go to the farm picture and pretend to work. Have them repeat the pantomime several times to show that they do this every day. Then question the class and the "family", having Wink help the responses.

T: /to class/
Do all of them work together on the farm?
W: Yes. They always work together on the farm.
T: /to "family"/
Do all of you work together on the farm?
Gl: Yes. We always work together on the farm.

Continue, choosing a new "family" for each picture and having only the working parent go to work. Use No. (They) never work together (in) (the store) and restaurant and gas station. Choose another "farm family" to pantomime several times, having two members stay at home the last time. Repeat the question and have Wink model Yes. (They) almost always work together on the farm. Have another "gas station family" pantomime several times, having the sons go to work with their father once. Have Wink model No. (They) almost never work together at the gas station. Then ask the class, "When do families often work together to earn money?" and have Wink model They often work together when they work on a farm.

## 3. YOUR FAMILY AND WORK

As preparation for this activity have each pupil draw his family on one half of a piece of paper and the place or places where members of his family work on the other half. Help the class ask individuals appropriate questions from Activities 1 and 2, using you and your. Have Wink help the individuals respond with we and our and using their pictures to help the responses.

T: How does your family get money?
C: How does your family get money?
W&Pl: We work on a farm and get money for our work.

Continue with other questions and other individuals.

### TAKE-OFF IDEAS

*Invite a family that works on a farm together to visit the class and tell about their roles. Encourage the class to ask the family questions. Afterward write a chart story with the class describing the visit and what they learned.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 98 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| The (baby) is (_____).<br>Does (the baby) work with (his) family in the fields?<br><br>baby, family<br>today<br>work | | (He)'s too (young) to work (with them).<br>(He)'s too (young).<br><br>dirt, field, man<br>too<br>young, old, sick |

**LINGUISTIC COMMENTARY**

Typical language problems are: loss of 's as in He too old; substitution of "fielt" for field, "jong" for young, and "olt" for old.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Comparing solids of different sizes<br>Identifying the working family unit | | Observing and demonstrating the amount of a solid as remaining constant even when its appearance is changed<br>Identifying people who are unable to work due to age or illness<br>Computing sums and differences of 9 |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding that the amount of a solid transformed into different shapes remains the same regardless of how different it may look.

**MATERIALS**

Activity 1: Prepare 4 clumps of dirt of varying sizes on newspaper; use a ball of clay, a pair of work gloves, the accompanying picture of Manuel's family working in a field, and Wink.

Activity 2: Prepare 10 strips of paper; use the accompanying picture of a baby and an old man, chalk, tape, and Wink.

Activity 3: Use a rake, a baby rattle, the accompanying beard cutout, Wink, and Blink.

## 1. WORKING FOR MONEY

Give each pupil a nickel, five pennies, a plus sign, a minus sign, and an equal sign. Have the pupils manipulate their coins and signs as you write equations reviewing sums and differences of 6, 7, and 8. Read the equations with the class and ask them to give you the answers.

T: /writes equation and reads with class/
9 - 1 =☐. What goes in the box?
C: /after arranging coins and signs to match 9 - 1 =/
Eight.

Continue with other equations. Collect the coins, etc., and display the accompanying pictures of a farm, restaurant, gas station, store, and factory. Point to the picture of a family working on a farm and ask how they get money. Have Wink model the reply.

T: /points to farm working family/
How does that family get money?
W: They work on a farm and get money for their work.
C: They work on a farm and get money for their work.

Point to each of the other pictures and ask the same question, having Wink model the answers, substituting appropriate words in the structure, (The mother) works in a (restaurant) and gets money for (her) work. Repeat the second dialog, having groups ask each other the question.

## 2. FAMILIES THAT WORK TOGETHER

Tape up in different places the farm, store, restaurant, and gas station pictures from Activity 1. Choose pupils to pretend they are the "farm family" sleeping and then getting up to go to work together. Have them all go to the farm picture and pretend to work. Have them repeat the pantomime several times to show that they do this every day. Then question the class and the "family", having Wink help the responses.

T: /to class/
Do all of them work together on the farm?
W: Yes. They always work together on the farm.
T: /to "family"/
Do all of you work together on the farm?
Gl: Yes. We always work together on the farm.

Continue, choosing a new "family" for each picture and having only the working parent go to work. Use No. (They) never work together (in) (the store) and restaurant and gas station. Choose another "farm family" to pantomime several times, having two members stay at home the last time. Repeat the question and have Wink model Yes. (They) almost always work together on the farm. Have another "gas station family" pantomime several times, having the sons go to work with their father once. Have Wink model No. (They) almost never work together at the gas station. Then ask the class, "When do families often work together to earn money?" and have Wink model They often work together when they work on a farm.

## 3. YOUR FAMILY AND WORK

As preparation for this activity have each pupil draw his family on one half of a piece of paper and the place or places where members of his family work on the other half. Help the class ask individuals appropriate questions from Activities 1 and 2, using you and your. Have Wink help the individuals respond with we and our and using their pictures to help the responses.

T: How does your family get money?
C: How does your family get money?
W&Pl: We work on a farm and get money for our work.

Continue with other questions and other individuals.

### TAKE-OFF IDEAS

*Invite a family that works on a farm together to visit the class and tell about their roles. Encourage the class to ask the family questions. Afterward write a chart story with the class describing the visit and what they learned.

## 1. LEARNING WITH FIELD DIRT

Display a ball of clay, four clumps of dirt of varying sizes, a pair of work gloves and the accompanying picture. Demonstrate that the clay can be rolled into a snake form and remade into a ball. Explain that it was the same amount in both shapes. Compare the sizes of the dirt clumps. Then, have a pupil wear the gloves and crumble one clump. Explain that the amount of dirt remains the same just as with the clay. Ask Wink and the class to identify the dirt and the accompanying field picture. Ask them about each person in the picture.

T: /points to dirt and then field/ What's that and that?
W: That's dirt. That's a field.
C: That's dirt. That's a field.
T: /points to Manuel in picture/ Does Manuel work in the fields with his family?
W&C: Yes. He works in the fields with his family.

Continue, having pupils pretend to be families working in fields. Ask the same question. Sometimes have groups ask each other the question.

## 2. TOO YOUNG, TOO OLD

Display the accompanying pictures of a baby and an old man. Question Wink and the class about the old man picture.

T: /points to baby, then old man/ The baby's young. The man's old. /pointing to picture of old man/ Does the man work in the field with his family?
W: No, he's too old to work with them.
C: No, he's too old to work with them.

Continue with the baby picture, substituting baby and young for man and old. Then repeat, having groups ask individuals the question. Then have one pupil pretend to go to work in the fields each day for five days, miss three days because he is sick, and then go again for five days. Each day that he goes, tape up a strip of paper to keep a record of the days he worked. Each "day" ask, "Is (Pepe) working in the fields today?" and have Wink help the class respond, "Yes, he is." or "No. He's too sick to work today."

T: Is (Pepe) working in the fields today?
W: No. (He)'s too sick to work today.
C: No. (He)'s too sick to work today.

After the pantomime, count the strips to see how many days Pepe worked. Then arrange the strips into sets to help compute sums and differences of nine. Write the equations and have the class help you read and answer each.

T&C: /after sets arranged and corresponding equation written/ Ten minus one equals nine.

## 3. TO WORK OR NOT TO WORK

Have on hand a rake, a rattle, and the accompanying beard. Have volunteers pantomime being old or young or field workers, using the above props. Have Wink and Blink guide groups to ask each other appropriate questions from Activities 1 and 2.

W&G1: /referring to child with beard/ Does (he) work with (his) family in the fields?
B&G2: No. (He)'s too old.

Continue with other volunteers.

### TAKE-OFF IDEAS

*When pupils finish assignments, let them each have a ball of clay to transform into various shapes. Point out that although the shapes are different, the amount of clay remains the same.

*Chalk off large squares on the chalkboard and leave chalk and an eraser or kleenex near each square. When pupils finish their assignments, let individuals make equations and corresponding pictures of the sets they have added or subtracted.

*During music, make up verses to "The Farmer In the Dell", telling about each member of the farmer's family who works in the field. Use, "The wife works in the field", "The son works...," etc.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 99 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Did (_____)?<br>Why (_____)?<br>Because (_____).<br>(James) didn't work in the fields as long as (Jose).<br><br>money, field, home; in, at<br>as---as, ---than; more; long | | (Jose) earned more money than (James).<br>Why didn't (James) earn as much money as (Jose)?<br><br>much<br>clay<br>earn |

**LINGUISTIC COMMENTARY**

Typical language problems are: loss of past tense ending on earned; substitution of "mush" for much, "din't" for didn't, "felt" for field.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Observing the amount of a solid as remaining the same even when its appearance is changed<br>Using the associative property of addition to compute sums and differences of 8 and 9 | | Demonstrating that some family members may earn more than other family members because of longer working hours<br>Demonstrating that some family members do not receive money for work such as housework |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding that the type of work and length of working day can sometimes determine the amount of money one earns.

**MATERIALS**

Activity 1: Prepare 2 clumps of dirt and 2 equal lumps of clay; use a pair of work gloves, a newspaper, play money including many nickels and pennies, and Wink.
Activity 2: Use the dirt and play money from Activity 1, and Wink.
Activity 3: Use the pictures of a clothing and a grocery store from Lesson 96, the play money from Activities 1 and 2, chalk and Wink.

## 1. MORE WORK, MORE MONEY

Use two equal lumps of clay. Have a pupil roll one out long. Ask about it and have Wink guide the response.

T: Does (Anna) have as much clay as (Mary)?
C: /with Wink's help/ (Anna) has as much clay as (Mary).

Repeat having the second pupil roll out his lump. Show that the same is true with clumps of dirt. Let a pupil put the dirt on a newspaper on the floor to make a "field". Have two "brothers" go to work in the "field" at the same time but have one go home much earlier than the other. As each leaves, pay the one who worked longer more "money" than the other. Ask Wink and the class about the "workers"

T: Did (James) earn as much money as (Jose)?
W: No. (Jose) earned more money than (James).
C: No. (Jose) earned more money than (James).
T: Why didn't (James) earn as much money as (Jose)?
W: Because (James) didn't work in the fields as long as (Jose).
C: Because (James) didn't work in the fields as long as (Jose).

Repeat with new "brothers". Have Wink help the class ask you the questions.

## 2. SOME WORK EARNS NO MONEY

Using the "field" and "money" from Activity 1, have two pupils pantomime a "brother" working in the field and a "sister" ironing and sweeping at home. Pay the "brother" only. Then question Wink and the class.

T: Why doesn't (Maria) earn money?
W: Because (she) doesn't work in the fields. (She) works at home.
C: Because (she) doesn't work in the fields. (She) works at home.

Have a new "brother" work in the fields all day and a new "sister" work in the fields part time, and at home the rest of the day. Pay "brother" more than the "sister". Question Wink and the class about the amounts.

T: Did (Anna) earn as much money as (James)?
W: No. (James) earned more money than (Anna).
C: No. (James) earned more money than (Anna).
T: Why didn't (Anna) earn as much money as (James)?
W: Because (Anna) didn't work in the fields as long as (James).
C: Because (Anna) didn't work in the fields as long as (James).

Repeat the second dialog with new pantomimers.

## 3. FULL TIME, PART TIME

Use the store pictures from Lesson 96 and the "money" from Activity 1. Have pairs of pupils pantomime part and full time work in stores. After the pantomime have Wink help a volunteer ask the class if one earned as much as another and why. Guide the response. Tape up the play nickels and pennies in combinations of eight and nine. Write the corresponding placeholder equation. Help the class give the answer, then read the equation.

W&V: Did (Al) earn as much money as (Paul)?
T&C: No. (Paul) earned more money than (Al).
W&V: Why didn't (Al) earn as much as (Paul)?
T&C: Because (Al) didn't work in the store as long as (Paul).
T: /points to coins, then eq./ One nickel is five cents, four pennies is four cents, so what goes in the box?
T&C: Nine. Five plus four equals nine.

Continue with other pupils and equations.

### TAKE-OFF IDEAS

*During story time help pupils make up a story about The Three Bears Who Went To Work. Talk about where each works, who earns the most, etc.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 100 |
|---|---|

# REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 10 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 10. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 100 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

## LINGUISTIC PROGRESS CHECK

Using by with himself, herself, and themselves
Using more and most with often

## INCLUDED CONCEPTS

Identifying and demonstrating household tasks
Demonstrating sharing household tasks
Identifying which family member does which household task
Describing the frequency of events as occurring often, more often, most often

## MATERIALS

Activity 1: Use the cutouts of Jan's family from Lesson 92, and the stick figure pictures from Lessons 92-93.

Activity 2: Use the food pictures from Lessons 81-84, 9 clothing cutouts from Lesson 86, the house picture from Lesson 96, 4 toy cars, and a table.

Activity 3: Use the pictures of a farm, restaurant, gas station, store, and factory from Lesson 97, Manuel's family working in a field from Lesson 98, the stick figure pictures from Activity 1, and tape.

## 1. DOING THE JOB

Display the stick pictures from Lessons 92-93. Have volunteers by themselves, then with other pupils, pantomime doing one of the jobs in the pictures. Select two more pupils telling one to ask the other about the pantomimed action and who is doing it.

T: /to P1/
Ask (Paul) if (Jack) is washing dishes by (himself).
P1: /as V1 pantomimes washing dishes/
(Paul), is (Jack) washing dishes by (himself)?
P2: Yes, (he)'s washing dishes by (himself).
T: /to P1 as V2 helps V1/
Ask him now.
P1: (Paul), is (Jack) washing dishes by (himself)?
P2: No, (he) isn't. (Joel) is helping (him).

Continue with other pupils pantomiming and questioning. Then, hold up the cutouts of Jan's family from Lesson 92 and identify family members as father, mother, and children. Have a pupil choose one of the cutouts and ask another pupil what jobs the cutout family member does by himself.

T: /to P1 as P1 chooses mother/
Ask (Sam) what jobs mothers do by themselves.
P1: What jobs do mothers do by themselves?
P2: They (sweep) (the floor) by themselves.

Continue with other pupils and family member cutouts.

## 2. HOW OFTEN?

On a table display the picture of a house from Lesson 96, four toy cars, nine cutouts of clothes from Lesson 86, and the food pictures from Lesson 81-84. Explain that these are things families buy. Have pairs of pupils come up and question each other about how often items are bought.

T: /to P1/
Ask (Joe) if families buy food often.
P1: Do families buy food often?
P2: Yes. They buy food often.

Continue cuing pupils to ask about what is bought more often.

T: /pointing to two sets of items/
Ask which families buy more often.
P1: Which do families buy more often, (food) or (clothes)?
P2: They buy (food) more often.

Then indicate three items and cue questions about which is bought most often until the relative frequency of kinds of purchases has been established.

## 3. ANSWER TIME: WORK

Display on the chalk ledge the stick figure pictures from Activity 1, the picture of a farm, restaurant, gas station, store, and factory from Lesson 97, and the picture of Manuel's family working in the field from Lesson 98. Ask, "What kinds of work do people do?" As a pupil responds have him choose and tape up the appropriate picture. Ask him who does the work.

T: What kinds of work do people do?
P: They sweep floors.
T: /after P tapes up sweeping pic./
Who sweeps floors?
P: Mothers do.

When all the pictures are taped up have pupils suggest groups. After re-taping the named pictures, ask why they put them together in the groups.

T: Can some of these pictures go together because they're alike in some way?
P: That job and that job.
T: Why did you put these together?
P: Because mothers do them.

Ask for names for each group. Summarize asking Do all people work? and Do all people do the same kind of work?

**TAKE-OFF PROGRESS CHECK**

*Help the class make up a story about a pretend family. Have each pupil describe a family member and his job.

RECORD SHEET - LESSON 100

Following is a list of the main structures checked in Lesson 100. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

| Structure | Standard | Non-Standard | Total | Percentage |
|---|---|---|---|---|
| Do (they) buy (food) often? | 𝍸 𝍸 | 𝍸 | 15 | 10/15x100=67% |

For this structure, there were fifteen responses; 67% of these were in Standard form.

| STRUCTURE | STANDARD | NON-STANDARD | TOTAL | PERCENTAGE STANDARD |
|---|---|---|---|---|
| 1. Is (Jack) (washing) (dishes) by (himself)? | | | | |
| (He)'s (washing) (dishes) by (himself). | | | | |
| What jobs do (mothers) do by themselves? | | | | |
| They (sweep) (the floor) by themselves. | | | | |
| 2. Do families buy (food) often? | | | | |
| They (buy) (food) often. | | | | |
| Which do families buy more often, (--) or (--)? | | | | |
| Which do families buy most often, (--), (--) or (--)? | | | | |
| They buy (food) (more/most) often. | | | | |

## THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

| Lesson | Clarity of Instructional Intent | Teachability of Activities | Relation to Pupils' Language Needs | Relation to Other Areas of Curriculum |
|---|---|---|---|---|
| 91 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 92 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 93 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 94 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 95 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 96 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 97 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 98 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 99 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 100 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAG<br>UNIT II - OVERVIEW |
|---|---|

*The first grade child is often made aware that divisions of labor exist in school, classroom and home. To help him understand his role in these divisions, and the necessity for them, he needs to understand and use questions and statements that allow him to gather information and interpret what he has observed about each situatio*

## LINGUISTIC FOCUS

Unit Eleven contains questions and answers providing the pupils with practice in

USING EMBEDDED QUESTIONS WITH WHO + VERB AND WHO + SUBJECT + VERB

USING EMBEDDED QUESTIONS WITH WHAT, HOW, WHEN, WHOSE, WHERE, WHY, AND HOW MANY FOLLOWED BY SUBJECT + VERB

USING HAVE TO TO SIGNAL OBLIGATI

## CONCEPTUAL FOCUS

Unit Eleven contains activities which are basically designed to help the first g

child with the following:

GROUPING OBJECTS INTO SETS OF TEN AND DESCRIBING THEM AS 1 TEN, 2 TENS, ETC.

NAMING 2 TENS AS TWENTY, 3 TENS AS THIRTY, ETC., 10 TENS AS ONE HUNDRED

COMPUTING SUMS AND DIFFERENCES OF TENS THROUGH 10 TENS USING THE PLACEHOLDER AND THE ASSOCIATIVE PROPERTY

COUNTING AND WRITING TENS AND SOME MORE

IDENTIFYING THE VALUE OF AND NAMING A DIME

IDENTIFYING FAMILY MEMBERS WHO MAY WORK IN THE HOME

IDENTIFYING AND DESCRIBING DIVISION OF LABOR AT HOME, AT SCHOOL, AND IN THE CLASSROOM

IDENTIFYING INTERDEPENDENCE AND COOPERATION IN THE HOME AND IN SCHOOL

IDENTIFYING AND DESCRIBING FAMILY MEMBERS AS WORKING OUTSIDE THE HOME TO EARN MONEY TO BUY FOOD, CLOTHES AND PAY RENT

EXPLAINING WHY ON THE BASIS OF OBSERVATIONS

IDENTIFYING SITUATIO WHEN WORK IS DONE OURSELVES OR IN GR AT HOME AND AT SCH

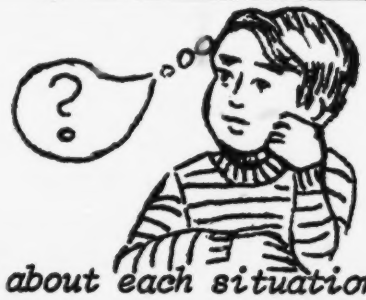
ASKING QUESTIONS TO GATHER DATA INCLUD FINDING OUT WHO PE FORMED AN ACTION, WHAT IT WAS, AND H IT WAS DONE

DISTINGUISHING WHEN ENOUGH DATA HAS BE GATHERED

PREDICTING WHAT HAPPE WHEN NO, ALL, AND SOME FAMILY MEMBERS WORK OUTSIDE THE H

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE UNIT II - OVERVIEW |
|---|---|

*The first grade child is often made aware that divisions of labor exist in school, classroom and home. To help him understand his role in these divisions, and the necessity for them, he needs to understand and use questions and statements that allow him to gather information and interpret what he has observed about each situation.*




## LINGUISTIC FOCUS

Unit Eleven contains questions and answers providing the pupils with practice in:

USING EMBEDDED QUESTIONS WITH WHO + VERB AND WHO + SUBJECT + VERB

USING EMBEDDED QUESTIONS WITH WHAT, HOW, WHEN, WHOSE, WHERE, WHY, AND HOW MANY FOLLOWED BY SUBJECT + VERB

USING HAVE TO TO SIGNAL OBLIGATION

## CONCEPTUAL FOCUS

Unit Eleven contains activities which are basically designed to help the first grade child with the following:

GROUPING OBJECTS INTO SETS OF TEN AND DESCRIBING THEM AS 1 TEN, 2 TENS, ETC.

NAMING 2 TENS AS TWENTY, 3 TENS AS THIRTY, ETC., 10 TENS AS ONE HUNDRED

COMPUTING SUMS AND DIFFERENCES OF TENS THROUGH 10 TENS USING THE PLACEHOLDER AND THE ASSOCIATIVE PROPERTY

COUNTING AND WRITING TENS AND SOME MORE

IDENTIFYING THE VALUE OF AND NAMING A DIME

IDENTIFYING FAMILY MEMBERS WHO MAY WORK IN THE HOME

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IDENTIFYING AND DESCRIBING FAMILY MEMBERS AS WORKING OUTSIDE THE HOME TO EARN MONEY TO BUY FOOD, CLOTHES AND PAY RENT

EXPLAINING WHY ON THE BASIS OF OBSERVATIONS

IDENTIFYING SITUATIONS WHEN WORK IS DONE BY OURSELVES OR IN GROUPS AT HOME AND AT SCHOOL

ASKING QUESTIONS TO GATHER DATA INCLUDING FINDING OUT WHO PERFORMED AN ACTION, WHAT IT WAS, AND HOW IT WAS DONE

DISTINGUISHING WHEN ENOUGH DATA HAS BEEN GATHERED

PREDICTING WHAT HAPPENS WHEN NO, ALL, AND SOME FAMILY MEMBERS WORK OUTSIDE THE HOME

otro color de tiza. Diga, "Dos decenas se llaman también veinte." Continúe igual hasta formar cincuenta. Diga que van a jugar a la "escuelita". Un niño será el "director", "secretaria", un "portero" y dos "maestras" con grupos de "alumnos". Estos simularán su trabajo a un mismo tiempo. Un grupo preguntará al otro, "¿Qué hace cada uno de ellos?" Si no saben, le preguntarán a Ud.

pupil and another color of chalk. Say, "Two tens are also called twenty." Do the same up to fifty. Invite the class to play "school". Appoint a "principal", a "secretary", a "custodian", and two "teachers" with groups of "pupils". Have them pantomime their jobs all at the same time. Have one group ask the other, "What is each of them doing?" If the pupils asked do not know, have them ask you.

## 3. OFICIOS Y RESTAS (to accompany lesson 103) JOBS AND SUBTRACTION

Muestre láminas de personas ejecutando oficios. Identifique cada uno. Pida a un niño que dibuje en la pizarra su mamá y pegue debajo las láminas de oficios que ella ejecuta. Pídale dibujar otros miembros de la familia y agruparlos de acuerdo al oficio que hacen. Repita con otros niños. Diga que en diferentes familias distintas personas ayudan para dividir el trabajo. Dé a un niño dos decenas de objetos. Pregunte a la clase de qué otra manera se llaman. Continúe dándole conjuntos. Ayude a decir sesenta y setenta. Pídale que dé una decena a un compañero. Pregunte cuántas le quedan y cómo se llaman seis decenas. Continúe restando hasta cero.

Show pictures of people doing jobs. Identify each job. Ask a pupil to draw his mother on the board and tape the pictures of the jobs she does below his drawing. Have the same pupil draw other members of the family, grouping them with their jobs. Repeat with different pupils concluding that in different families different people help in order to share the work. Give a pupil two tens of objects. Ask the class what other name they can use. Continue giving the pupils sets. Help the class say sixty and seventy. Ask the pupil to give a set of ten to a classmate. Ask how many are left and what six tens are called. Continue subtracting to zero.

## 4. EL TRABAJO REPARTIDO (to accompany lesson 104) SHARED WORK

Un grupo de niños repartirán papel y crayolas entre la clase. Recójalos y pida a un solo niño que reparta de nuevo. Pregunte cada vez quién repartió. Dígales que van a jugar de que están en la casa. Ud. pondrá la mesa. Retire luego todo y dé a distintos niños los platos, vasos, servilletas y cubiertos. Guíelos para que pongan la mesa. Repita la actividad con uno y con varios niños. Pregunte cada vez quién puso la mesa. Reparta una decena de cada artículo incluyendo crayolas, papel y tiza entre nueve niños. Pregunte cuántos tiene uno de ellos para obtener la respuesta Una decena o diez. Agregue otro niño y obtenga veinte, continúe así hasta noventa. Modele las palabras ochenta y noventa.

Have a group of pupils distribute paper and crayons among the pupils. Collect the items and have only one pupil redistribute them. Each time ask who distributed them. Tell the class they are going to play "house". Set the table. Then remove everything and give different pupils the plates, glasses, napkins and silverware. Guide them in setting the table. Repeat with one and with several pupils. Each time ask who set the table. Distribute ten of each item, including crayons, paper and chalk among nine pupils. Ask how many items one of the pupils has to get the answer A set of ten. Add another pupil and obtain twenty. Continue this way to ninety, modeling the words eighty and ninety.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 101 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Who (erased) the (_____)?<br>It was (_____). | | (They) (found out) who (grouped) the (pencils).<br>(I) (don't) (know) who (did) (it). |
| put away, erase<br>pencil, book | | (find/found) out, group, pass out, collect, know<br>chalkboard; twenty, thirty |

**LINGUISTIC COMMENTARY**

Typical language problems are: loss of out in pass out and find out; addition of regular past tense ending to irregular past, as finded out; substitution of "tirty" or "sirty" for thirty; and loss of it in It was (Barbara).

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| None | | Identifying sets of ten<br>Describing groups of ten objects by stating how many sets of ten there are<br>Identifying twenty and thirty as other names for two tens and three tens<br>Identifying numeral 20<br>Demonstrating the division of labor in the classroom |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding that one ten is made up of ten ones.

**MATERIALS**

Activity 1: Use 30 counters such as pencils or crayons, a box to hold the counters, Wink, and Blink.
Activity 2: Prepare items on the chalkboard to be erased; use several books, an eraser, Wink, and Blink.
Activity 3: Use several blindfolds, books, Wink, and Blink.

## 1. FINDING OUT WHO GROUPED

Have Blink group twenty pencils into sets of ten on a desk. Have the class count each set, then ask how many tens there are. Then ask for another way of saying two tens. Have Blink model the response.

C: /counting as B sets out pencils/
One,...ten. One....ten.
T: /pointing to each set of ten/
How many tens are there?
C: There are two tens.
T: What's another way of saying two tens?
B: Twenty.
C: Twenty.

Continue, having the boys close their eyes as Blink sets out another set of ten pencils. As the boys look, name the three tens as thirty and ask them to find out who grouped those pencils. Use Wink to cue the question. After the girls reply, ask them what the boys found out. Have Wink model the reply.

T: /to boys, pointing to third set of pencils/
Find out who grouped those pencils.
W: /whispering to boys/
Ask the girls who grouped those pencils.
Bs: Who grouped those pencils?
Gs: Blink did.
T: /to Wink, then girls/
What did the boys find out?
W: They found out who grouped the pencils. It was Blink.
T: What did the boys find out?
Gs: They found out who grouped the pencils. It was Blink.

Have Blink close his eyes as Wink puts the pencils in a box. Help the class give the command to Blink, using put away in place of grouped.

## 2. DIVIDING THE WORK

Give a book to several pupils. Have something on the board to be erased. Explain there is much work to be done and you need help. Have the class close their eyes and put their hands behind their back. Choose two girls, one to put away the books and one to erase the board. Then have the two sit down and hide a book or eraser behind their backs, appropriate to their task. Guide Wink to find out from Blink and the class who did what. Give hints having the boys show their hands to determine it was not a boy. Then have some of the girls, including the eraser girl but not the book girl, show their hands, displaying the eraser.

T: /to Wink after task performed/
Find out who erased the board.
W: Who erased the chalkboard?
B&C: /after boys show hands/
I don't know who erased the chalkboard.
W: Who erased the chalkboard?
B&C: /after some girls show hands, including eraser holder/
It was (Mary).

Continue to find out which girl collected the books. Before Wink asks the question have the rest of the girls show their hands to determine who has the book. Use, collected the books.

## 3. THE CIRCLE GUESSING GAME

Blindfold Wink and several pupils and pass out books to several others. Take the blindfolds off and ask Wink to find out who passed out the books. Have Wink question the blindfolded pupils then the class. Ask what Wink found out. Have Blink help the reply.

T: /to W after books passed out/
Find out who passed out the books.
W: /to blindfolded pupils/
Who passed out the books?
Ps: I don't know who passed out the books.
W: /to rest of class/
Who passed out the books?
C: The teacher did.
T: What did Wink find out?
B&C: She found out who passed out the books. It was the teacher.

Continue, blindfolding other pupils. Have different pupils perform tasks.

### TAKE-OFF IDEAS

*Have pupils collect nuts, stones, etc. and group them by tens on paper plates.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 102 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Who is that?<br>What is (he) doing?<br>What does (he) do?<br>What else (_____)? | | (We) (want to know) who that is.<br>(We) (want to know) what (he) is doing.<br>We found out what the (secretary) does. |
| help, clean, teach<br>room, parent, teacher, custodian | | talk; visitor, forty, fifty<br>principal, secretary, hall |

**LINGUISTIC COMMENTARY**

Typical language problems are: non-standard word order in embedded questions, as We found out what does the secretary, We want to know what is he doing, We want to know who is that; confusion of do and does; and confusion of forty-fourteen and fifty-fifteen.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Identifying school workers and their roles<br>Identifying twenty and thirty as other names for two tens and three tens<br>Obtaining sufficient information to find out who performed an action and what the action was | | Observing the division of labor in the school<br>Identifying forty and fifty as other names for four tens and five tens<br>Identifying numerals 30, 40, 50 |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding that five tens are fifty ones.

**MATERIALS**

Activity 1: Use the accompanying pictures of teacher teaching, principal talking to parents, principal talking to visitors, secretary helping the principal, custodian cleaning a room, custodian cleaning a hall, 5 sets of 10 counters, each set bound with a rubber band, chalk, Blink and Wink.

Activity 2: Use the pictures from Activity 1, Wink, and Blink.

Activity 3: Use the pictures from Activity 1, a blank piece of paper for each picture, tape and Wink.

## 1. THE PRINCIPAL'S MANY VISITORS

Explain that you are going to question Wink about school workers. Arrange the class in semi-circles of two groups. Have on hand the accompanying pictures and five sets of ten counters. Show the principal and guide one group to state what they want to know. Have Blink guide the second group to ask questions. Have Wink answer.

T&G1: We want to know who that is.
B&G2: /to Wink/
Who is that?
W: That's the principal.
T&G1: We want to know what he is doing.
B&G2: What is he doing?
W: He's talking to visitors.

Continue, using helping the principal with secretary, cleaning the (halls/rooms) with custodian, talking to parents with principal, and teaching with teacher. Repeat, having individuals take the place of Group 1, Group 2, and Wink, using I for We.

Show the principal talking to visitors again. Have the class pretend that the sets of counters represent visitors which the principal sees and they are going to count how many tens of visitors there are. Start with two tens, ask how many tens there are, then for another way of saying two tens. Write 20 on the chalkboard. Add tens up to fifty, having Blink model forty and fifty. Continue writing 30, 40, and 50 as they are identified.

## 2. CIRCLING THE SCHOOL WORKERS

Arrange the class in a circle. Give pupils the pictures from Activity 1. Have Wink turn her back to the pictures and the girls close their eyes. Have Blink point to the picture of the secretary. Cue the boys to ask Wink and the girls and then Blink what the secretary does. After the responses, ask Wink and the class what they found out.

T: /to boys as B points to pic./
Ask Wink and the girls what the secretary does.
Bs: /with teacher's help, to Wink and girls/
What does the secretary do?
W: I don't know what she does.
Gs: I don't know what she does.
Bs: /with teacher's help, to Blink/
What does the secretary do?
B: The secretary helps the principal.
T: /to Wink and class/
What did you find out?
W: We found out what the secretary does. She helps the principal.
C: We found out what the secretary does. She helps the principal.

Continue with the other school workers using cleans the (rooms/halls) with custodian; talks to (parents/visitors), helps the teachers with principal, and teaches with teacher. Ask what else someone does when they do more than one job. Repeat, having the girls question the boys.

## 3. CONCEALED PICTURES

Tape a blank piece of paper over each of the pictures from Activity 1. Play a question-and-answer game about school workers. Pointing to one concealed picture, ask the class who it is and have Wink guide them to respond that they do not know. Then, expose portions of the picture, one section at a time, until they do know.

T: /pointing to concealed picture/
Who's that?
C: /with Wink's help/
I don't know who that is.
T: /revealing portions of picture until the class knows answer/
Who's that?
C: /with Wink's help/
That's the (principal).

Continue, having groups ask each other "What does the (principal) do?" and "What did you find out?" Repeat with the other pictures.

### TAKE-OFF IDEAS

*During recess, have each pupil ask at least one classmate any question to find out something he wants to know. After returning to the room ask volunteers to share what they found out.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 103

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Are you (_____)?<br>How does (_____)?<br>What did (_____)?<br><br>dust, help, wash, find out<br>secretary, principal, family, everybody, home, school | | Are you showing us how she helps at (school)?<br>(I) (don't know) how (Wink) helps at (home).<br><br>sixty, seventy<br>show |

## LINGUISTIC COMMENTARY

Typical language problems are: non-standard word order in embedded questions, as I don't know how helps she at school, I don't know how does she help at school; substitution of "chow" for show, and confusion of sixty-sixteen and seventy-seventeen.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Identifying the division of labor at home and at school<br>Obtaining sufficient information to find out how pupils help at home | | Identifying sixty and seventy as other names for six tens and seven tens<br>Computing sums and differences of tens<br>Describing how family members help at home |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that school workers may have household work as well as school work.

## MATERIALS

Activity 1: Prepare 7 sets of tens counters, each set bound; use the secretary picture from Lesson 102, the accompanying pictures of the secretary dusting and washing dishes at home and dusting at school, chalk and Wink.

Activity 2: Use the stick figure pictures of washing dishes, setting the table, sweeping the floor, putting away toys, and cutting the lawn from Lessons 92-93, the 2 pictures of the secretary helping at home from Activity 1, the accompanying picture of Wink drying the dishes, and Wink.

Activity 3: Use Blink and Wink.

## 1. SECRETARIES WORK AT HOME TOO

Have on hand seven sets of ten counters and the four secretary pictures. Sit with the class in a semi-circle. Remind them that the secretary helps the principal but she also has jobs to do at home. Call on volunteers to choose at random one of the pictures, without letting the class see it, and pantomime the action. Guide the class to ask about what he is demonstrating and have the pupil, with Wink's help, answer.

T&C: /as P1 pantomimes sec. dusting at school/
Are you showing us how the secretary helps at home?
W&P: No. I'm showing you how she helps at school. I'm dusting.

Continue with other volunteers and the pictures of dusting at home, washing at home, and helping the principal. Display the counters and have the class pretend that they are dishes. Ask, "How many sets of ten are there?" Then ask for another way of saying six tens and seven tens. Have Wink model sixty and seventy. Write each numeral on the chalkboard. Then place the seven bundles of ten counters in a row on the chalkledge. Write after them, - 1 ten =□. Ask what seven tens minus one ten is and fill in the answer six tens. Then ask for another way of saying six tens. Continue to subtract until you get down to one ten.

## 2. EVERYBODY HELPS AT HOME

Hold a stack of pictures including the accompanying picture of Wink drying dishes, the housework pictures from Activity 1, and Lessons 92-93. Divide the class in two groups. Explain that Group 1 will ask Group 2 how Wink helps at home and that Group 2 can find out the answer by watching you show one picture at a time until Wink's picture turns up. Until then, they should respond that they don't know.

T: /pointing to G2 then Wink/
Ask them how Wink helps at home.
G1: How does Wink help at home?
G2: /as T shows pics., one at a time, none of Wink, and helps replies/
I don't know how Wink helps at home.
G1: /as T shows picture of Wink/
How does Wink help at home?
G2: She dries dishes.

Repeat, guiding Group 2 to ask pupils in Group 1 how they help at home. Aid Group 1 by showing pictures to cue each response. Alternate, having Group 1 ask the questions. Finally, have Wink help the class ask you how everybody in your family helps at home, then ask the class what they found out.

W: Ask (Mrs. Smith) how everybody in her family helps at home.
W&C: How does everybody in your family help at home?
T: Everybody in my family helps with the housework.
W: /to class, guiding response/
What did we find out?
W&C: We found out how everybody in (Mrs. Smith's) family helps at home.

Repeat, having groups ask the question.

## 3. FINDING OUT HOW EVERYBODY HELPS

Tell the class that Wink wants to know how family members in other families help each other. Arrange the class in a circle. Start the questioning with Blink.

T: How do you help at home?
B: I (put away my toys).
T: How does your (father) help at home?
B: I don't know how (he) helps at home.

Continue asking pupils, then guide pupils to ask other pupils. Then help the class ask Wink what she found out about how several individuals help at home.

### TAKE-OFF IDEAS

*If you go home for lunch you may wish to take a small group of pupils with you each day for awhile until all have had a turn. They could help you prepare the food and set the table. Discuss the fact that although you are a teacher, you still have household work.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 104 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Why (___)?<br>Because (___).<br>When does (___)?<br>How do (___)?<br>Ask Blink how (___).<br>I don't know (___).<br><br>mother, teacher, home, school; help | | (Find out) when (___) (helps at home).<br>When (her mother) asks (her) to.<br>(Joe) (helped) when (the teacher) asked (him) to (help).<br><br>eighty, ninety<br>turn<br>ask (her) to; ask (her) to (help) |

**LINGUISTIC COMMENTARY**

Typical language problems are: non-standard word order in embedded questions, as Find out when does Blink help, Find out when helps Blink; loss of to in ask her to; substitution of "ass" or "aks" for ask; and confusion of eighty-eighteen, ninety-nineteen.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Computing sums and differences of ten through five tens<br>Observing someone obtain sufficient information to find out when someone else performs an action<br>Demonstrating that we sometimes work by ourselves and sometimes in groups at home and at school | | Introducing eighty and ninety as other names for eight tens and nine tens<br>Demonstrating cooperation in the home and in school |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty recognizing that although different tasks may be performed at school and at home, labor is divided in both instances in much the same way.

**MATERIALS**

Activity 1: Prepare 9 sets of tens counters, each set bound, and 9 cards each card showing a different numeral, 10, 20, 30,...90; use the 2 accompanying pictures of Wink, 2 sheets of blank paper, tape, Blink and Wink.

Activity 2: Use several books, several pieces of paper, several paper plates, and Blink.

Activity 3: Use the stick figure pictures from Lessons 92-93, and the home and school pictures from Lessons 102-103, Wink and Blink.

## 1. HELPING WITH THE TENS

Tape up the accompanying pictures with a blank paper concealing each. Arrange the class in a semicircle facing you. Spill the nine bound sets of ten counters on the floor. Ask pupils to help you gather them. Place the first ten in front of you asking how many tens those are. Have pupils add on to the group, one at a time. Ask how many tens there are each time, and for another way of saying it. Show the appropriate number cards. Have Blink model eighty and ninety. Then, subtract tens starting with five tens minus one ten as in Lesson 103.

Continue by having Blink ask the class who helped pick up the counters. Point to one of the helpers as Blink asks Wink why that person helped. Have the class repeat Wink's response.

B: Who helped pick up the counters?
C: (Bob) did.
B: Why did (Bob) help pick up the counters?
W: Because the teacher asked him to.
C: Because the teacher asked him to.

Next have the class ask Blink when Wink helps at school, then at home. Let Blink look at the concealed mother, then teacher pictures to get information for his answers.

T: Find out when Wink helps at school.
C: /with teacher's help/ When does Wink help at school?
B: /looks at mother, then T pic./ When the teacher asks her to.
T: Find out when Wink helps at home.
C: When does Wink help at home?
B: When her mother asks her to.

Repeat, having the class tell Blink to find out when Wink helps. Help individuals respond.

## 2. WORKING AT HOME AND SCHOOL

Give books to several pupils. Ask another pupil to collect the books and another to pass out paper after the books are collected. Have the class ask Blink when Pupil 1 helped, then when Pupil 2 helped.

T: Ask Blink when (Joe) helped.
C: /with T's help/ When did (Joe) help?
B: (Joe) helped when the teacher asked him to help.
T: Ask Blink when (Lu) helped.
C: When did (Lu) help?
B: (Lu) helped when it was her turn.

Repeat the tasks, having two more pupils help Pupil 2. Have the class ask Blink how we do the work at school. As each task is being done, have Blink point and say that sometimes we work by ourselves and sometimes in groups.

T: Ask Blink how we do the work at school.
C: How do we do the work at school?
B: Sometimes we work by ourselves and sometimes we work in groups.

Repeat the activity, having the class pretend they are at home. Have different pupils pass out and collect paper plates. Substitute mother for teacher in the first dialog and home for school in the second dialog.

## 3. ALL THE THINGS WE DO

Arrange the class in a circle. Display the working pictures from Lessons 92-93 and 102-103. Explain that Blink wants to know all about the jobs we do at home and school. Form three groups. Have Wink and Group 1 tell Group 2 to ask the others questions using who, what, how, and when. Help the reply.

W&G1: Ask them who mops the floor.
G2: Who mops the floor?
T&G3: (Mother) mops the floor at home.

Continue the questioning until all of the pictured tasks have been discussed. Then group the school and home pictures separately. Point out the similarities between the two groups such as working alone or by groups.

### TAKE-OFF IDEAS

*During free time, let individuals take word cards for who, what, how, and when, one at a time, out of a paper bag, make up a question using the word, and tell a classmate to ask someone the question.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 105 |
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# REVIEW

## LINGUISTIC FOCUS - REVIEW

Using embedded questions introduced by <u>who</u>, <u>what</u>, <u>how</u>, and <u>when</u>

## CONCEPTUAL FOCUS - REVIEW

Demonstrating how to find out who is performing an action and what the action is
Identifying and demonstrating that one ten is ten, two tens are twenty, etc. up to ninety
Demonstrating and describing how people help each other, share tasks and cooperate at home and at school
Demonstrating the division of labor at home and at school

## MATERIALS

Activity 2: Use a piece of large paper and a dark crayon for each pupil.
Activity 3: Have small groups of pupils prepare and collect any props they may need to put on a "play" about the division of labor in school and at home.

## 1. WE'LL FIND OUT!

Divide the class in two groups. Have Group 1 huddle around one member, concealing him from Group 2. Have him perform a simple action such as making a silly face or closing his eyes. Help Group 2 chant several times, "We want to know who that is. We want to know what he's doing." Then have Group 1 reveal who he is and what he is doing. Help Group 2 say, "We found out who it is. We found out what he's doing."

T&G2: /chanting as pupil is concealed/
We want to know who that is.
We want to know what he's doing.
/as pupil and action revealed/
We found out who it is.
We found out what he's doing.

Continue, alternating groups and actions.

## 2. CRAYON MARK TENS

Give each pupil a large sheet of paper and a dark crayon. Count up to ten, having each pupil put one mark on his paper for each number. Have them put the marks close together. After you say, "Ten," have each pupil draw a circle around his set of ten marks. Say with the class, "One ten is ten."

T&C: /after making ten marks and circling them/
One ten is ten.

Repeat the counting to ten until there are nine sets of ten. Circle each set of ten marks as it is finished, and say with the class each time, "(Two) tens are (twenty)."

## 3. THEATER IN THE SCHOOL

As preparation for this activity, have the class divide into several groups. Have each group prepare a "play", some showing the division of labor and cooperation at home and others at school. Let one group at a time put on their "play", using the props they have made and collected. As each "play" is in progress, have the observers ask the "players" what they are showing. Have individual "players" say what they are doing. After the "play" is finis have individuals in the "audience" t what they found out.

T&C: /to "actors", during "play"/
Are you showing us how you hel at school?
P1: Yes. I'm showing you how I du at school.
P2: I'm showing you how I put blocks away at school.
T: /to "audience" after play is finished/
What did you find out?
P3: I found out how they help at school.
P4: I found out when (Mary) helps at school.
T: /to Pupil 4/
When does (Mary) help at schoo
P4: When her teacher asks her to.

Continue until the "audience" stops telling what they found out, and let the other groups give their "plays".

## SUGGESTED FIELD TRIPS

Arrange to take the class to visit a Junior High or High School Home Economics class while the students are cooking and serving a meal. Explain that the students are learning to hel and share jobs in a kitchen at school but that what they learn will help them at home, too. After returning to the classroom, question the class about what jobs they saw being done. Drawing stick figures, put up represe tations of the students doing the job Separate the drawings of the shared versus independent jobs. Point out that all the work got done when diffe ent people or groups did different jo Talk about what would happen if they didn't cooperate and work together in home and school situations.

Arrange to have small groups visit other classrooms at times when the pupils in the other rooms will be sharing jobs. As each group returns have them make murals of what they saw happening. After all are finishe discuss each mural and write an experience story about what they saw. Compare the content of the stories.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES |
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BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Identifying a dime as ten cents
- Gathering data and distinguishing when sufficient information has been gathered
- Demonstrating that workers earn money
- Demonstrating that family members can work in the home or outside the home
- Explaining why on the basis of observed data
- Computing sums and differences of tens through ten tens or one hundred
- Demonstrating that people need money to buy food, clothes, etc.

MATERIALS:
- Activity 1: Use 10 pennies, 4 nickels, 3 dimes, tape, and chalk.
- Activity 2: Use the pictures of grocery and clothing stores, and car lot from Lesson 96, the gas station from Lesson 97, the farm from Lesson 98, play money from Lesson 96, and tape.
- Activity 3: Prepare 10 bundles of 10 toothpicks; use the family-work pictures from Lesson 97, the secretary at home from Lesson 103, and chalk.
- Activity 4: Use the pictures of a farm from Lesson 98, a brick house from Lesson 87 and Jan's family from Lesson 92, the toothpicks from Activity 3, tape and chalk.

## 1. DIEZ CENTAVOS (to accompany lesson 106) TEN CENTS

Muestre e identifique un centavo. Péguelo entre un círculo en la pizarra. Proceda igual con una moneda de cinco centavos. Guíe a las niñas para que pregunten a los niños en cuál círculo hay más dinero. Pegue cuatro centavos más en el primer círculo. Pegue una moneda de diez centavos en otro círculo. Repita la pregunta. Complete el dinero de los demás círculos a diez centavos y compárelos de nuevo. Use las monedas de los círculos y algunas más. Dé a escondidas combinaciones de diez centavos a seis niños pero sólo a uno diez monedas de un centavo. Ayude a la clase a encontrar quién tiene las diez monedas. Guíelos a preguntar "¿Es un niño o una niña?" y "¿Es (Juan) o (Pedro)?" hasta que ellos encuentren quién es. Después de cada respuesta pregunte "¿Saben ya quién es?"

Show and identify a penny. Tape it inside a circle on the board. Do the same with a nickel. Guide the girls in asking the boys which circle has more money. Tape four more pennies in the first circle. Tape up a dime in a third circle and repeat the question. Add more coins to the other two circles so that each equals ten cents. Compare them again. Using the circle coins and additional coins, secretly give various coin combinations of ten cents to six pupils, having only one of the pupils hold the combination of ten pennies. Help the class find out who has the ten penny combination by asking questions with the class such as, "Is it a boy or a girl?" and "Is (Juan) or (Pedro) the one?" until they find out. After each question is answered, ask "Do you know who it is now?"

## 2. CONSIGUIENDO DINERO (to accompany lesson 107) EARNING MONEY

Sitúe en las paredes las láminas de estación de gasolina, tiendas de ropa, comestibles, finca y agencia de carros Al lado de cada lámina un "dueño". Dé dinero a los "dueños". Pregunte a un niño qué le gustaría comprar. Mediante preguntas guíelos a decir que necesita dinero para comprar cosas y lo consigue trabajando. Guíelo para que simule trabajar donde prefiera hacerlo. El "dueño" le pagará por su trabajo. Pregunte por qué antes no podía comprar y ahora sí.

Tape on the walls the pictures of the gas station, clothing and grocery store, farm, and car lot. Put an "owner" beside each picture. Give the money to the "owners". Ask a pupil what he would like to buy. Use questions to guide the class in saying he needs money to buy things and he earns it by working. Guide him to pantomime working in the place of his choice. The "owner" will pay him for his work. Ask why he could not buy before and now he can.

## 3. FUERA O DENTRO DEL HOGAR (to accompany lesson 108) OUTSIDE OR INSIDE THE HOME

Forme con nueve niños dos familias. Muestre láminas de sitios de trabajo. Haga que cada uno escoja el sitio en que prefiere trabajar, deles la lámina correspondiente. Guíelos a que cuenten los que trabajan dentro y fuera de la casa. Muestre nueve conjuntos de diez palillos de dientes. Cuéntelos nombrándolos como una, dos, etc. decenas y como diez, veinte, etc. Muestre una decena más diciendo "Diez decenas se llaman también una centena o cien." Dé un número de decenas a cada uno de dos niños para que escriban esos numerales formando una suma en la pizarra. Repita con sumas y restas de decenas hasta 100.

Have nine pupils form two families. Show the pictures of places of work. Have each family member choose the place in which he prefers to work and give him the corresponding picture. Guide the class in counting those who work inside and those who work outside the home. Show nine bundles of ten toothpicks. Count them as one, two, etc. tens, and as ten, twenty etc. Show one more bundle saying "Ten tens are also called one hundred." Give a number of bundles to each of two pupils and have them write on the board those numerals in the form of an equation. Repeat making equations by tens up to 100.

## 4. ¿QUIENES TRABAJAN? (to accompany lesson 109) WHO WORKS?

Coloque en la pizarra un dibujo de finca y otro de casa. Muestre e identifique los miembros de la familia de Jan's. Pida a un niño que los coloque donde él cree deben estar. Pregunte quiénes trabajan fuera de casa y quiénes en ella y por qué unos trabajan fuera. Haga que le digan qué pasa cuando algunos, todos o ninguno trabajan fuera de la casa. Aliste grupos de diez palillos, y palillos sueltos. Dele a un niño una decena y pídale que escriba el numeral. Dé una unidad a otro y haga que escriba un 1. Repita usando decenas y unidades hasta 100 en distintas combinaciones. Use el patrón (10)+(1)

Tape the farm and house pictures on the board. Show and identify members of Jan's family. Have a pupil tape the members where he thinks they belong. Ask the class which members are working outside and which are working inside the home, and why some work outside the home. Have them tell you what happens when some, all, or none work outside the home. Prepare bundles of ten toothpicks and loose toothpicks. Give one bundle to a pupil and ask him to write the numeral. Give a single toothpick to another and have him write a 1. Repeat with combinations of tens and ones up to 100, writing them as (10)+(1).

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 103 |
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| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Whose family is that?<br>Where does your (father) work?<br><br>family, father, mother, grandparents, sister, brother; restaurant, farm, gas station, factory, store; penny; circle, square, rectangle, triangle<br>red, green, blue, black | | Find out whose (family) that is.<br>Find out where (his) (father) works.<br>(Do you know) where (the chalk) is?<br><br>dime |

**LINGUISTIC COMMENTARY**

Typical language problems are: non-standard word order in embedded questions, as Find out whose family is that?, Find out where does (--) work?, Find out where works (--)?

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Identifying family members who work outside the home<br>Using the placeholder box<br>Using the associative property of addition to compute sums<br>Computing differences<br>Identifying and distinguishing basic shapes and colors | | Asking questions to find out information<br>Identifying a dime as ten cents<br>Gathering data about where the chalk is hidden<br>Distinguishing when sufficient information has been gathered to locate the chalk |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding that people can use given information to help them find an object rather than just guessing.

**MATERIALS**

Activity 1: Prepare a sheet with a dime taped to it, and 2 sheets each with 5 pennies; use a box of clothes for pupils to dress up as a family of six, the beard from Lesson 98, chalk, tape, Wink, and Blink.

Activity 2: Prepare 1 dime, 2 nickels, 10 pennies, all of paper, using the model; use the 5 family-work pictures from Lesson 97, chalk, tape, Wink and Blink.

Activity 3: Prepare 8 shapes using colored construction paper: one each of red and green squares, red and blue circles, green and black triangles, blue and black rectangles; use 2 pieces of chalk, and Wink.

## 1. FAMILIES AND MONEY

Have six pupils dress up as a family with grandparents, parents and children. Have them stand in a semi-circle with a "child" at the open end. Divide the rest of the class in thirds and have the "child" tell Group 3 it is his family. Help Group 1 tell Group 2 to find out from the others whose family it is. Have Wink and Blink aid the replies.

T&G1: /to G2/
Find out whose family that is.
W&G2: Whose family is that?
B&G3: It's (Jose's) family.

Repeat the dialog with father for family, having the "father" step out near his "child". Continue, alternating groups, using grandparents, mother, sister and brother. Next, have the "family" join the groups. Display the sheets with the money. Identify the dime and select three pupils to each hold one of the sheets so that only Group 3 can see who has which sheet. Repeat the dialog for each sheet using Find out whose paper has the (pennies). Then tape the sheets on the board and explain to the class that a dime is equal to ten cents. Say it with the class, then say and write 5+5=10, rearranging the pictures to match.

T&C: A dime is ten cents. 5+5=10.

## 2. WHERE DOES HE WORK?

Tape up the family-work pictures and number them from one to five. Whisper the number of a family to a group of pupils in front, having them pretend to be the parents and children in that family. Have a pupil be Blink. Point to a "child" and help the class tell Blink to find out where the father or mother works. Have Wink help the pupil acting as Blink make a statement based on the "child's" reply.

T&C: /pointing to a "child"/
Blink, find out where (his) (father) works.
W&B: Where does your (father) work?
P1: In a (gas station).
W&B: (His) (father) works in a (gas station).

Continue with new families using the appropriate working parents and children. Have everyone sit down and then write 8+2=□ on the board using the prepared pennies. Count each set of pennies, writing the numeral underneath. Read it with the class, asking a pupil to fill in the box on the board and tape up the appropriate coin or coins.

T&C: /after T writes 8+2=□/
What does eight plus two equal?
What goes in the box?
P1: /filling in box, taping up dime/
Ten.

Continue, using 2+2+2=2+□, 5+3+2=5+□, 10-2=□, 10-5=□ and other equations.

## 3. WHERE IS THE CHALK?

Have on the chalkledge the colored squares, circles, rectangles and triangles. Divide the class in two groups. Have Group 1 close their eyes while a pupil from Group 2 hides chalk behind a shape. Have Group 2 tell Group 1 to find out where it is and have Wink guide them to question Group 2. After they find out the shape or color, have a Group 2 pupil chalk X's above the two choices. Help Group 2 ask if they know enough. Continue questioning.

T&G2: Find out where the chalk is.
W&G1: Is it in back of a square?
G2: No, it's not.
W&G1: Is it in back of a circle?
G2: Yes, it is.
P from G2 draws X above both circles.
T&G2: Do you know where the chalk is now?
W&G1: No, we don't know where it is. Is it in back of a red circle?
G2: No, it's not.
T&G2: Do you know where the chalk is now?
W&G1: Yes, we do. The chalk is in back of the blue circle.

Continue the activity alternating groups. Then repeat with individuals.

### TAKE-OFF IDEAS

*Have pupils play "hot and cold" hiding pupils' objects. Use Find out where the (pen) is. and Find out whose...

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 107

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Why does (the father) (work) (in a store)?<br>(He) (works) (in a store) to (earn) (money).<br><br>factory, gas station, restaurant, store, money, food, clothes<br>buy, work, need | | Find out why (the father) (works) (in a store).<br><br>rent<br>pay |

## LINGUISTIC COMMENTARY

Typical language problems are: non-standard word order in embedded questions, as Find out why does the father need money?; addition of the before food and clothes, as in buy the food; addition of e before st, as in "estation" and "estore".

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Asking questions to find out data<br>Using the placeholder box<br>Using the associative property of addition and subtraction<br>Identifying a dime as ten cents and a nickel as five cents | | Explaining why on the basis of observed data<br>Demonstrating that workers earn money<br>Demonstrating that people need money to buy food, clothes and pay for rent |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that people need money to pay for what they use, such as money to pay the rent.

## MATERIALS

Activity 1: Use the factory, gas station, restaurant and store pictures from Lesson 97, some play money, Wink, Blink, and tape.

Activity 2: Prepare a sign to read RENT for the rent office; use the food pictures from Lessons 81-84, the clothes pictures from Lesson 86, the pictures and money from Activity 1, 3 desks, tape, Wink, and Blink.

Activity 3: Use the paper dime, 2 nickels, and 10 pennies from Lesson 106, tape, chalk, Wink, and Blink.

## 1. WHY DO YOU WORK?

Tape the four family-work pictures across the board. Have a volunteer point to any picture and pantomime being the working family member. Then choose a "boss" and give him some money. Divide the class in three groups. Have the worker identify himself. Help Group 1 tell Group 2 to find out why the father or mother works. Have Wink help Group 2 question Group 3 as the "boss" gives money to the worker. Have Blink help Group 3 answer.

P1: I am the father. I work (in a store).
T&G1: Find out why the (father) works (in a store).
W&G2: Why does the (father) work (in a store)?
B&G3: /after "boss" gives P money/ (He) works (in a store) to earn money.

Then have the worker sit down with his money under the picture. Repeat the activity with a new "boss" and worker. Continue, alternating the groups.

## 2. WHY DO YOU EARN MONEY?

Choose several pupils to be a "family" and one to be the "landlord". Give the "father" some money. Explain that the house the "family" lives in is really the "landlord's" house. Have the "landlord" collect the "rent". Have Wink tell Blink to find out why the "father" gives the landlord money. Help the class give the answer.

W: Find out why he's giving him money.
B: Why is he giving him money?
T: Because he lives in his house. He pays the rent with the money.
C: Because he lives in his house. He pays the rent with the money.

Have the family and landlord return to their seats after he is paid. Have the family workers sit with their money under their pictures, as they were in Activity 1. Arrange three desks as a grocery, clothing store and rent office, each with appropriate pictures and keeper. Identify each desk and explain that these are things that people can get with money. Tell the workers that they may get things from any of the places. Divide the rest of the class in three. Have one worker stand and have Blink help Group 1 ask the other to find out why the worker needs money. Have Wink help Group 2 question him and guide him to buy something. Help Group 3 reply.

T: This is a grocery store. People buy food here with money.
B&G1: /after all are identified/ Find out why (he) needs money.
W&G2: Why does (he) need money?
T&G3: /after P buys food/ (He) needs money to buy food.

Then have that worker join a group and continue. After all the workers have bought something, repeat with four new family workers, having them pay for food, clothing or shelter. Then have Blink ask, "Why do people need money?" Help the class reply using buy food, buy clothes, and pay the rent.

## 3. MONEY EQUATIONS

Line up the paper coins on the chalkledge. Tape up a dime and nickel to form 10-5=□. Divide the class in two and have a pupil come to the front. Ask him what coin he needs to fill in the box. Have Wink help him if necessary. Then have Blink help Group 1 tell Group 2 to find out why. Have Wink help Group 2 question the pupil. Help the pupil reply.

T: What do you need?
P1: I need a nickel.
B&G1: Find out why (he) needs it.
W&G2: Why do you need a nickel?
T&P1: Because it goes in the box.

Then have the pupil tape the coin in the box and read the equation with the class. Next, take down the coins and tape up nickels and pennies to form 5-2-2=□+2, encircling each set of two. Repeat and then continue using 3+2+2=□+2, 5+4+1=5+□ and other equations.

### TAKE-OFF IDEAS

*Set up play store areas to be used during free time.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 108

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| How many (_____)?<br>Find out why (_____). | | Find out how many members of that family work (at home).<br>Find out why (the mother) (doesn't) work (in a factory).<br>(I) have to (take care of the family). |
| member, family, mother, father<br>gas station, restaurant, factory, home, school | | take care of; have to; name<br>hundred |

## LINGUISTIC COMMENTARY

Typical language problems are: loss of auxiliary do, as in Find out why the mother not work in a factory; confusion of doesn't and don't; pronouncing have to with a /v/ sound instead of an /f/ sound, and of with an /f/ sound instead of a /v/ sound.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Asking questions to find out information<br>Explaining why on the basis of observed data<br>Computing sums and differences of tens through five tens | | Demonstrating that family members can work in the home or outside the home<br>Introducing one hundred as another name for ten tens<br>Computing sums and differences of tens through ten tens |

## CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding that ten tens means one hundred ones; and difficulty understanding why the number of working family members varies from family to family.

## MATERIALS

Activity 1: Use any house picture from Lesson 87, the gas station, restaurant, and factory pictures from Lesson 97, a table, a piece of paper and pencil for each pupil, and Wink.

Activity 2: Use the gas station, restaurant, and factory pictures from Activity 1, Blink, and Wink.

Activity 3: Use 10 sets of ten counters bundled, chalk, and Wink.

## 1. WE ALL WORK SOMEWHERE

On a table place the pictures of a gas station, restaurant, and factory from Lesson 97, and a home from Lesson 87. Have each pupil print his name on a piece of paper. Divide the class into three large "families". Have Group 1 stand around the table, decide where each wants to work, and put his name tag face down on that picture. Help Group 2 tell Wink and Group 3 to find out how many work in each place. Have Group 3 ask Group 1 the question. Have a member of Group 1 hold up the name tags so Group 3 can count and respond with Wink.

T: /to G3 while pointing to G1/
Find out how many members of that family work (at home).
G2: Find out how many members of that family work (at home).
W&G3: /to G1/
How many members of your family work (at home)?
/to G2 as G1 holds up tags/
(Two) members of that family work (at home).

Continue with the other places. Then repeat, changing group roles, and asking which family members work at each place. Have the questioned group show the name tags face up, and help the answering group read the names.

## 2. TO EACH HIS OWN

Display pictures of the gas station, restaurant, and factory from Activity 1. Divide the class in three groups. Have Group 3 pretend to be a family getting up, eating breakfast, and going off to school and work. Have Groups 1 and 2 watch, noticing which picture "father" selects as his job. Guide Group 1 to tell Group 2 to ask why "mother" doesn't go to work in the same place as "father". Use Blink to help ask the "mother" and Wink to help the "mother" reply.

T&G1: /to G2 as "father" chooses factory picture/
Find out why the mother doesn't work in a factory.
B&G2: /to "mother"/
Why don't you work in a factory?
W&M: I have to take care of the family.

Continue asking about the children having Wink guide the response using go to school. Then help Group 2 ask why the father doesn't stay at home and guide him to respond I have to earn money. Next have another group pantomime a family while the remaining two groups question each other, one group answering on the basis of what they see pantomimed.

G2: /to G3 as G1 pantomimes/
Find out why (the children) don't work (in a factory).
G3: /after watching G1/
(They) have to (go to school).

## 3. UP TO ONE HUNDRED

Count tens bundles up to ninety, writing each tens numeral on the board. Ask, "What can we name nine tens plus one ten?" Have Wink help the class reply. Write the numeral on the board.

T: /after counting to 90 by 10's/
What can we name nine tens plus one ten ?
W&C: We can name it ten tens or one hundred.

Write tens equations such as 6 tens + 1 ten = ☐ tens on the board. Have a volunteer come up and complete an equation. Then have two more pupils come up and have Pupil 1 ask Pupil 2 any of the find out questions, referring to Pupil 3.

P1: Find out how many members of his family work at home.
P2: How many members of your family work at home?
P3: Two members of my family work at home.

Continue with other pupils equations and questions.

### TAKE-OFF IDEAS

*Have the class keep and discuss a picture list of jobs their fathers and mothers have outside the home.

| MICHIGAN MIGRANT PROGRAM | # INTERDISCIPLINARY ORAL LANGUAGE LESSON 109 |
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| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| What (_____) when (_____)?<br>What else (_____)?<br><br>have to<br>take care of, share, earn, buy, pay<br>everybody, clothes, rent, food, home<br>outside, in; any | | What happens when nobody in the family earns any money?<br>There isn't any money to (buy food).<br><br><br>happen<br>nobody, somebody |

## LINGUISTIC COMMENTARY

Typical language problems are: confusion of simple and s form of verbs; confusion of they and there; and use of double negative, as Nobody in the family earns no money, There isn't no money.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Demonstrating that family members can work in the home or outside the home<br>Asking questions to find out data<br>Describing money as needed to pay rent, buy food, and things families want | | Predicting what happens when no family members, all family members, or some family members work outside the home<br>Counting and writing tens and some more |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: understanding that there are many reasons why the work force of families may be different.

## MATERIALS

Activity 1: Use the picture of a brick house from Lesson 87, a word label saying work, a table, tape, and Wink.
Activity 2: Use the home and work areas from Activity 1, and Wink.
Activity 3: Use 9 bundles of 10 counters, 10 single counters, a table, and chalk.

## 1. NOBODY HOME

Tape the house picture from Lesson 87 on the edge of a table. Use a word label to mark another area of the room work. Have volunteers stand around the table pretending to be a family. Explain that all the family members work and have them all go to the work area. Point to the whole working group, and guide the boys to ask the girls what happens when everybody works. Have Wink guide the girls' response.

T&Bs: What happens when everybody works outside the home?
W&Gs: There's nobody to take care of the house.
T&Bs: What else happens when everybody works outside the home?
W&Gs: We have to share the work at home.

Repeat with a new "working" family, having the girls question the boys.

## 2. WHO EARNS THE MONEY?

Use the same home and work areas as in Activity 1. This time have all of a volunteer family stay at home. Ask the family "Who works outside the home?" Have Wink help them reply that nobody does. Then divide the class in two groups. Have Group 1 ask Group 2 what happens when nobody goes to work, then when no one earns any money. Have Wink guide the responses.

T: /to "family"/
Who works outside the home?
W&F: Nobody works outside the home.
T&G1: What happens when nobody works outside the home?
W&G2: Nobody in the family earns any money.
T&G1: What happens when nobody in the family earns any money?
W&G2: There isn't any money to (buy food).

Continue asking the last question several times using else, and helping with other answers such as pay rent and buy things we want. Next, have a pupil go to the area marked work, while some stay at home. Help Group 2 ask Group 1 what happens when people work in both places. Have Wink guide the responses.

T&G1: /pointing to pupils at home and at work/
What happens when somebody works outside the home and somebody works in the home?
W&G2: There's somebody to earn money.

Repeat with to take care of the house.

## 3. TENS AND ONES

On a table have several bundles of ten counters, and several single counters. Give a pupil one bundle and ask how many he has. Then give him a single counter and ask again. Help him say, "One ten plus one." Write the numeral on the board.

T: How many do you have?
P: One ten.
T: /giving pupil one more counter/
Now how many do you have?
P: One ten plus one.
Teacher writes 10+1.

Continue with other tens saying, "(Two) tens plus (three)" or "(Twen)ty plus (three)." Then have a group of pupils pretend to go to work or stay at home. Have all the pupils who go to work pick up some counters on the way. Have a volunteer ask the class a question about what the pupils pantomime. Guide the class to respond. Then have the questioner count the counters and write and say the appropriate numeral.

V1: /as pupils pantomime going to work/
What happens when everybody works outside the home?
T&C: There's nobody to take care of the house.
V1: /counting "workers'" counters, then writing (50+3)/
(Five tens) plus (three).

Continue with "workers" all staying home, and at home and work.

### TAKE-OFF IDEAS

*Have pupils make numeral charts to 100 using 10+1, 10+2,...20+1, 20+2,...

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 110 |
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# REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 11 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 11. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 110 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

## LINGUISTIC PROGRESS CHECK

Using embedded questions with <u>what</u>, <u>how</u>, <u>where</u>, <u>when</u> and <u>why</u>
Using <u>find out</u>

## INCLUDED CONCEPTS

Identifying family members working to earn money and working at home
Describing family members working in and out of the home
Identifying needed and wanted items that money can buy

## MATERIALS

Activity 1: Use the accompanying pictures of a boy helping at home and the store employee's wife working in the house, and the picture of a family working on a farm from Lesson 97.

Activity 2: Use the factory, gas station, restaurant and store pictures from Lesson 97, the pictures of school workers from Lessons 102-103, and the pictures of the boy and the wife from Activity 1.

Activity 3: Use the pictures of food from Lessons 81-84, clothes from Lesson 86, shelters from Lesson 87, the objects from Lesson 89, a desk, paper, pencil, tape and colored chalk.

## 1. WHEN AND WHY

Line up on the chalkledge the pictures of a boy helping at home, the store employee's family, and the farm picture. Have a pupil select the farm picture and tell him to ask a friend if he knows why everybody works.

T: Ask (Tim) if (he) knows why everybody works on the farm.
P1: (Tim), do you know why everybody works on the farm?
P2: Yes, I do. Everybody works on the farm to earn money.

Continue with other pupils, using when the boy helps at home and why the mother doesn't work in the store.

## 2. ROUND AND ROUND WE GO

Have on hand pictures of school workers and family members. Arrange the class in a circle. Place face down in the center the picture of a secretary helping the principal. Explain to the class everybody is going to get a turn to talk and each time someone talks he will talk to the person on his right. Turn to the pupil on your right and cue him to tell the pupil on his right to ask the pupil on his right about what the secretary does. The third pupil then peeks at the picture and tells what the secretary does.

T: That picture is of a secretary. She does something. Tell (May) to find out what.
P1: (May), find out what she does.
P2: What does the secretary do, (Al)?
P3: /after peeking at the picture/ She helps the principal.

Move between the third and fourth pupils and place in the center the picture of a secretary dusting. Repeat the cuing, question-answer sequence to find out how she helps at home.

T: That picture is of a secretary. She helps at home. Tell (Sue) to find out how.
P4: (Sue), find out how she helps.
P5: How does the secretary help, (Jo)?
P6: /after peeking at the picture/ She dusts.

Continue around the circle, placing other pictures in the center. Use cues such as The father works, find out where; The boy helps at home, fi out when; The father works in a stor find out why; The mother doesn't wor in a store, find out why.

## 3. ANSWER TIME: WHAT MONEY BUYS

Have on a desk the food, clothing an shelter pictures and the pictures of objects. Ask, "What kinds of things do you buy with money?" After a pup responds, have him select a picture representing his reply and tape it u If a pupil suggests something for wh there is no picture, draw a sketch o it and give him the sketch to tape u Encourage specific replies.

T: What kinds of things do you buy with money?
P1: We buy cameras.
Pupil tapes up picture of a camera.
T: What else do you buy with money?
P2: We buy clothes.
T: What kinds of clothes?
P2: Coats.
Pupil tapes up coat picture.

As more pictures are accumulated on the board, guide the pupils to separate them roughly into groups. Then, after all pupils have had a turn or all the pictures are up, ask if some can tell which go together. Ask why.

T: Can some of these pictures go together because they are alike in some way?
P3: The raincoat and the heavy coat.
T: Why did you put these together?
P3: Because they're both coats.

Help him tape the two pictures next to each other. Continue and then conclude by pointing to each group, asking if these are things that everybod needs. Circle with colored chalk the needed things. Then summarize that "Everybody needs to buy food, clothin and shelter."

TAKE-OFF IDEAS

*Write an experience story about chil ren who help at home.

RECORD SHEET - LESSON 110

Following is a list of the main structures checked in Lesson 110. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

| Structure | Standard | Non-Standard | Total | Percentage |
|---|---|---|---|---|
| What does (he) do? | 𝍸 𝍸 | 𝍸 | 15 | 10/15x100=67% |

For this structure, there were fifteen responses; 67% of these were in Standard form.

| | STRUCTURE | STANDARD | NON-STANDARD | TOTAL | PERCENTAGE STANDARD |
|---|---|---|---|---|---|
| 1. | Do you know why (--)? | | | | |
| | Do you know when (--)? | | | | |
| 2. | Find out what (--). | | | | |
| | Find out how (--). | | | | |
| | Find out where (--). | | | | |
| | Find out when (--). | | | | |
| | Find out why (--). | | | | |
| | What does (she) do? | | | | |
| | How does (she) help? | | | | |
| | Where does (he) work? | | | | |
| | When does (he) help? | | | | |
| | Why (does) (he) (work)? | | | | |

THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

| Lesson | Clarity of Instructional Intent | Teachability of Activities | Relation to Pupils' Language Needs | Relation to Other Areas of Curriculum |
|---|---|---|---|---|
| 101 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 102 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 103 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 104 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 105 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 106 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 107 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 108 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 109 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 110 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE UNIT 12 - OVERVIEW |
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*The first grade child is confronted with a wide variety of rules, many dealing with health and safety. It is important that he understand these rules as well as their rationale. To do this the Spanish-speaking child needs to understand and use questions and statements in English that enable him to gather information, predict what might happen, and sum up the information in a stated rule.*

## LINGUISTIC FOCUS

Unit Twelve contains questions and answers providing the pupils with practice in:

USING SHOULD TO SIGNAL DESIRABILITY AND PROPRIETY

USING INTRODUCTORY IF AND WHEN CLAUSES

USING MIGHT AND COULD TO SIGNAL POSSIBILITY

USING INTRODUCTORY INFINITIVE PHRASES

USING SO AS A CONNECTIVE

USING WOULD TO SIGNAL PROBABILITY

USING BY WITH ING FORMS TO SIGNAL MEANS

## CONCEPTUAL FOCUS

Unit Twelve contains activities which are basically designed to help the first grade child with the following:

NAMING 10+1 AS ELEVEN... 10+9 AS NINETEEN

IDENTIFYING AND DIVIDING SYMMETRICAL SHAPES INTO TWO EQUAL PARTS AND NAMING THE PARTS HALVES

CONSTRUCTING A WHOLE FROM ITS TWO HALVES

IDENTIFYING AND NAMING PLANE FIGURES IN PICTURES OR CLASSROOM OBJECTS

WRITING 1/2

DEDUCING REASONS FOR HEALTH AND SAFETY RULES

PREDICTING THE RESULTS OF BROKEN HEALTH AND SAFETY RULES

STATING STREET, HALL, SCISSOR AND HEALTH RULES

IDENTIFYING LONG, SHORT, LOUD, SOFT, HIGH AND LOW SOUNDS

IDENTIFYING TAKING TURNS AND SHARING AS A MEANS OF BEING FAIR, GIVING EVERYONE A TURN, AND GETTING A TASK DONE SOONER

PREDICTING WHAT HAPPENS IN AND DESCRIBING A SITUATION WHERE PEOPLE DON'T TAKE TURNS OR ARE UNFAIR

IDENTIFYING AND DESCRIBING SOUNDS AS MADE NEAR OR FAR ON THE BASIS OF VOLUME

| MICHIGAN MIGRANT PROGRAM | # INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES |
|---|---|

BASIC CONCEPTUAL FOCUS: designed to be introduced in Spanish:
- Distinguishing between and demonstrating loud and soft, long and short and high and low sounds
- Describing sounds as being made near or far on the basis of volume
- Stating and deducing reasons for health and safety rules
- Demonstrating hall safety rules
- Naming 10+1 as eleven, ... 10+9 as nineteen
- Predicting the results of accidents and broken health rules

MATERIALS:
- Activity 1: Use chalk and a blindfold.
- Activity 2: Use the hall, scissors and street pictures from Lesson 112 and a whistle.
- Activity 4: Use the pictures of health rules from Lesson 114, of not obeying rules from Lesson 115, and chalk.

## 1. JUGANDO (to accompany lesson 111) PLAYING

Cúbrale los ojos a un niño. Colóquelo en el centro de un círculo formado por los demás. Haga que los niños den palmadas unas veces duro y otras suave. El que está en el centro levantará y bajará las manos de acuerdo con el volumen de las palmadas. Varíe haciendo que palmeen a un mismo volumen pero alejándose y acercándose del niño del centro y manteniendo siempre el círculo. El niño entonces dirá si están cerca o lejos. Dibuje en el suelo unas calles con aceras formando esquina. Dos riños representando un carro caminarán por la calle mientras otro trata de cruzar. La clase con su ayuda le dirá que debe detenerse, mirar y oír si vienen carros antes de cruzar la calle.

Blindfold a pupil and put him in the center of a circle formed by the rest of the class. Have the pupils clap sometimes loudly, other times softly. The pupil in the center will raise and lower his hands according to the volume of the clapping. Vary the activity by having the class clap at the same volume and walk to and away from the center pupil. Always keep the class in a circle. The pupil in the center will judge if they are far or near. On the floor draw several streets with sidewalks and corners. Have two pupils be a car and drive through the street as another pupil tries to cross. Help the class tell him that before crossing he should stop, look and listen for cars.

## 2. EL PITO (to accompany lesson 112) THE WHISTLE

Muestre las láminas de niños en peligro de sufrir un accidente. Mediante preguntas guíe la clase a decir qué puede

Show the pictures of children in danger of an accident. Using questions guide the class to say what can happen in

pasar en casos similares y cómo se puede evitar. Explique que el agente de tránsito algunas veces dirige el tráfico y evita accidentes usando un pito. Usando un pito haga sonidos largos y cortos. Guíe a los niños a identificarlos. Demuestre muchos sonidos cortos seguidos para que discriminen entre esos y uno largo. Efectúe diez sonidos cortos animando a los niños para que los cuenten. Efectúe uno más diciendo, "Diez más uno se llaman también once." Introduzca de igual modo doce y trece permitiendo a niños que efectúen los sonidos.

similar cases and have them tell ways to prevent such accidents. Explain that the traffic policeman directs traffic and sometimes prevents accidents with a whistle. Blow a whistle, making long and short sounds, and guide the pupils to identify them. Make a number of short, successive sounds to show the difference between those and one long sound. Make ten short sounds and have the pupils count them. Blow one more saying, "Ten plus one is also called eleven." Introduce twelve and thirteen in the same way, having the pupils make the sounds.

## 3. LOS SONIDOS (to accompany lesson 113) SOUNDS

Pregunte a los niños por qué se deben tener ciertos cuidados al usar tijeras, al caminar por los corredores y al cruzar las calles y qué le pasa a la gente cuando sufre un accidente. Diga que hay instituciones para ayudar en caso de accidentes. Algunos de ellos como la policía, y los bomberos tienen carros con sirenas que suenan a veces bajo, (imite un sonido bajo) otras alto (imite un sonido alto). Llame de uno en uno niños hasta diez para que imiten sonidos altos y bajos. Llame cuatro niños más diciendo, "diez más cuatro se llaman catorce." Introduzca de igual manera quince y dieciséis.

Ask the pupils why they should use certain safety rules when using scissors, walking through halls and crossing streets. Also ask what happens to people when they have an accident. Say that there are public services to help in case of an accident. Some of them like the police, and firemen have cars with sirens which sometimes sound low, (make a low sound) and sometimes high (make a high sound). Call ten pupils one at a time to make high and low sounds. Call four more pupils saying, "Ten plus four is called fourteen." Introduce fifteen and sixteen in the same way.

## 4. LA SALUD (to accompany lesson 114) HEALTH

Muestre las láminas con cuadros de personas con buenos hábitos de salud. Pregunte qué hacen esas personas y por qué. Muestre la lámina de las personas con malos hábitos. Pregunte qué consecuencias pueden traer esos hábitos. Ayúdelos para que nombren distintas cosas que deben hacerse habitualmente para conservar la salud. Cada vez que un niño nombre una, pida que levanten la mano aquellos que siempre la cumplen. Por cada mano levantada ponga una marca en la pizarra hasta completar diecisiete. Cuéntelas con los niños. Agregue una más para dieciocho y otra para diecinueve. Repita cada vez el conteo comenzando en uno.

Show the pictures of people using good health rules. Ask what those people are doing and why. Show the picture of people using poor health rules and ask what consequences such habits could bring. Help the pupils name different things which they should habitually do to maintain good health. Each time a pupil names one, have those who always obey it raise their hand. Put a mark on the board for each raised hand until there are seventeen marks. Count the marks with the class. Add one more for eighteen and one more for nineteen, recounting with the class each time.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON III

## LINGUISTIC FOCUS

| Review | Introduce |
|---|---|
| Is the car (_____) or (_____)?<br>It's (_____). | What should (Bill) do before (he) crosses the street?<br>(He) should (stop before he crosses). |
| sidewalk, way, car<br>cross, listen, stop<br>both, green | street, crosswalk, patrol boy, light<br>look, wait<br>near, far away |

### LINGUISTIC COMMENTARY

Typical language problems are: confusion of word order and loss of -s ending on verbs, as What should do Blink before he cross the street; substitution of "chould" for should, "luke" for look; and addition of e before str-, as "estreet" for street.

## CONCEPTUAL FOCUS

| Review | Introduce |
|---|---|
| Counting and writing tens and some more<br>Demonstrating crossing the street safely | Distinguishing between and demonstrating loud and soft sounds<br>Describing sounds as being made near or far on the basis of volume<br>Stating rules of street safety |

### CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that loud sounds may sound soft if heard from a distance.

## MATERIALS

Activity 1: Use chalk and Blink.
Activity 2: Use the chalked diagram from Activity 1, the accompanying traffic light and the patrol boy pictures, Blink, and Wink.
Activity 3: Use the traffic light and the patrol boy pictures from Activity 2, chalk, tape, Blink, and Wink.

## 1. COUNTING STEPS, STOP, LOOK

On the floor, draw an intersection, labeling street, sidewalk, and crosswalk with chalk. Read each name with the class and explain each term. Make sure that the sidewalk is more than ten steps long. Explain that you are going to count steps as you walk on the sidewalk. Each time the class counts ten, have a pupil write 10 on the chalkboard, then the number of your final step. Ask how many steps you took. Have Blink model the answer.

C: /counting T's steps by tens, P records 10's and the "more than" no./
One, two,...ten. One, (two).
T: How many steps did I take?
B: Ten and (two) more.
C: Ten and (two) more.

Repeat, having pupils' steps recorded. Next, divide the class into two groups and have one pupil stand at the intersection ready to cross. Help Group 1 ask Group 2 what the pupil should do before crossing. Have Blink help the second group to respond.

T&G1: What should (Bill) do before (he) crosses the street?
B: (He) should stop before (he) crosses the street.
G2: (He) should stop before (he) crosses the street.

Repeat, having Group 2 ask the question and Group 1 answer using, He should look both ways. Repeat several times, giving both groups practice with both answers.

## 2. TRAFFIC LISTENING: FAR AND NEAR

Demonstrate loud and soft by having Blink make loud and soft "beeps" like a car. Have the class do the same. Then stand at the Activity 1 intersection and have Blink "beep" like a car that is far away and then close while Wink aids the class to respond to your questions.

T: /standing at intersection/
Should I listen for cars?
W: Yes. You should listen for cars.
C: Yes. You should listen for cars.
T: /to Blink and then to class/
Blink, beep like a car far away.
Is the car near or far away?
C: /with Wink's help/
It's far away.

Repeat, having pupils take Blink's place making the sounds and your place at the intersection. Review Look both ways and then station first a patrol boy and then a traffic light at the intersection. Explain what each is. Use Wait for (the partol boy/a green light) when appropriate in the first part of the dialog. Repeat having the girls and then the boys ask the questions.

## 3. STOP, LOOK, LISTEN, WAIT

Draw on the chalkboard a street with three intersections. At the second intersection tape the patrol boy picture, and at the third, the traffic light. Have Blink walk along the sidewalk. As he approaches each intersection, ask what he should do. Have Wink cue the responses.

T: /as B approaches 1st intersection/
What should Blink do before he crosses the street?
W: Stop.
C: He should stop before he crosses the street.

W continues cuing with Look and Listen.

Continue, having Wink add Wait as a cue at the other intersections and using Wait for (the patrol boy/a green light) in the answers. Repeat, guiding first the girls then the boys to ask the questions as Blink goes back and forth.

### TAKE-OFF IDEAS

*During recess take the class to the parking lot. Have them stand close to a car while a pupil blows the horn. Then have them stand at a considerable distance while another pupil blows the horn. At the edge of the parking lot and any driveways that you can approach have the class tell what they should do. Before going on, have the class discuss what might happen if they did not stop, look, and listen.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 112 |
|---|---|

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| What should (he) (____)?<br>(He) should (____).<br>Was that (____) or (____)?<br><br>be careful; keep (____)<br>can<br>use, cross<br>scissors, street, hall | | Can (we) keep safe by (not running in the hall)?<br>(We) can keep safe by (not running in the hall).<br><br>safe; loud, soft; long, short (sound)<br>eleven, twelve, thirteen |

**LINGUISTIC COMMENTARY**

Typical language problems are: non-standard word order, as How we can for How can we; non-standard stress leading to confusion between thirteen and thirty; confusion of in and on; substitution of "chort" for short, "lout" for loud, and "sof" for soft.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Stating rules of street safety<br>Demonstrating street safety rules<br>Counting tens and some more<br>Distinguishing between and demonstrating loud and soft sounds | | Stating hall safety rules<br>Inferring safety rules for scissors<br>Demonstrating hall safety rules<br>Naming 10+1 as eleven,...10+3 as thirteen<br>Distinguishing between and demonstrating long and short sounds |

**CONCEPTUAL COMMENTARY**

A typical conceptual problem is: difficulty understanding that eleven represents one ten and one one, twelve represents one ten and two ones, etc.

**MATERIALS**

Activity 1: Use the accompanying pictures of crossing the street and running in the hall, and Blink.

Activity 2: Use the street and hall pictures from Activity 1, the accompanying scissors picture, chalk, Wink, and Blink.

Activity 3: Use the accompanying car picture, and Blink.

## 1. HOW WE CAN KEEP SAFE

Display the accompanying pictures and briefly discuss each. Explain Blink doesn't want to get hurt and he would like to know what to do in each instance. Divide the class in two groups, having Blink help Group 1 question Group 2. Aid the responses.

B&G1: /pointing to hall picture/ Can we keep safe by not running in the hall?
T&G2: Yes. We can keep safe by not running in the hall.

Repeat with the other picture using looking both ways before crossing the street. Have Group 2 question.

## 2. SAFETY RULES

Explain that things like stopping at corners and looking both ways are things to do which keep us from getting hurt. Display the hall picture from Activity 1. With the class, talk about what the pictured child should do to keep safe. Have Wink cue the responses and Blink aid the class.

T: /after discussing hall picture/ What should (he) do when (he) walks in the hall?
W: /whispering loudly to class/ Be careful.
B&C: (He) should be careful when (he) walks in the hall.

Divide the class in two groups. Continue with the street picture from Activity 1, and the accompanying scissors picture. Help Group 1 respond to Group 2's question using Be careful with when (he) crosses the street and when (he) uses the scissors. Repeat, having Group 1 ask the questions. Next, have a pupil demonstrate walking in the hall or crossing the street. Have the class count his steps by tens whispering one to nine and shouting ten. With another pupil count the steps by elevens introducing eleven as another name for ten plus one, and writing the numeral on the board. Continue with several more pupils having the class whisper one to ten and shout eleven. Introduce twelve and thirteen in the same manner.

## 3. DIFFERENT TYPES OF SOUNDS

Show the car picture. Explain that cars have horns which the driver may use to warn people he is coming. Have Blink press the picture, pretending to sound the horn softly, then loudly. Each time ask the class if the sound was loud or soft and have them press their desk tops imitating the sound.

T: /after Blink makes sound/ Was that loud or soft?
C: (Soft).
Class presses "horns" imitating sound.

Repeat, having Blink make short then long sounds. Ask each time if the sound was long or short. Have Blink aid the responses. Have the class imitate as above. Next, have a pupil stand at a make-believe intersection. Have him ask the class about keeping safe. Help the class reply appropriately. Have another pupil take the car picture. Guide him to make short, long, soft, and loud sounds, asking the class each time what kind of sound it is.

P: /standing at "corner"/ Can I keep safe by looking both ways or by not looking both ways?
C: You can keep safe by looking both ways.
T: /after "car" pupil makes sound/ Was that (long) or (short)?
C: (Long).

Continue without the car using the hall situation and scissors situation. Summarize, asking the question How can we keep safe?

### TAKE-OFF IDEAS

*During the day call the class's attention to various sounds. Help them decide if they are long or short, and loud or soft relative to the school bell, a car horn, or a piano key.

*Have a pupil be the "Careful Sheriff", wear a badge, and remind other pupils to be careful during the day.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 113

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Why should we (look both ways) (before) (we cross the street)? | | (Because) (we might get hit by a car). What would happen if (he got hit by a car)? |
| before<br>name, look, cross, make, happen<br>street, way, car, scissors, hall<br>both; long, short; loud, soft | | fourteen, fifteen, sixteen<br>(get/got) (hit/cut/hurt)<br>(fall/fell) down; might, would<br>high, low; sound; if |

## LINGUISTIC COMMENTARY

Typical language problems are: confusion of present and past of irregular verbs get and fall; addition of regular past participle endings to hit, cut, and hurt, as hitted; non-standard stress leading to confusion between forty and fourteen, fifty and fifteen, sixty and sixteen.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Demonstrating hall, street, and scissor safety rules<br>Distinguishing between and demonstrating loud, soft, long, and short sounds<br>Naming 10+1 as eleven,...10+3 as thirteen<br>Counting and writing tens and some more | | Deducing the reasons for safety rules<br>Predicting the results of accidents<br>Distinguishing between and demonstrating high and low sounds<br>Naming 10+4 as fourteen,...10+6 as sixteen |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that fourteen represents one ten and four ones, fifteen represents one ten and five ones, etc.

## MATERIALS

Activity 1: Use the street, hall, and scissor pictures from Lesson 112, and Wink.

Activity 2: Use the pictures from Activity 1, a band-aid, a table, Blink, and Wink.

Activity 3: Use the pictures from Activity 1, 45 unbundled counters, 3 rubber bands, a table, chalk, Blink, and Wink.

## 1. WHY SHOULD WE?

Display the pictures from Lesson 112. Tell the class Wink wants to know more about safety. Divide the class in two groups. Have Wink help Group 1 ask Group 2 why we should look both ways before crossing the street. Aid the group's response.

W&G1: Why should we look both ways before we cross the street?
T&G2: Because we might get hit by a car.

Continue asking why we should walk in the hall, and be careful with scissors. Guide responses with might fall down and might get cut. Repeat the activity having Group 2 question Group 1 as pupils pantomime the safety rules.

## 2. WHAT WOULD HAPPEN?

Place the pictures from Activity 1 face down on a table, and stick a band-aid on Blink's nose. Divide the class in two groups. Have a pupil come up, choose a picture, and show it to his group. Help that group ask what would happen if the accident in the picture took place. Have Wink help the group which was questioned respond.

T&G1: /as P chooses car picture/ What would happen if he got hit by a car?
W&G2: He would get hurt.

Continue having groups alternate questioning until all the pictures have been used. Next, demonstrate high and low pitched sounds with the class. Then have Blink groan. Ask the class if Blink is making a high or a low sound. Have Wink aid the reply.

T: /after demonstrating pitch, Blink groaning/ Is Blink making a high sound or a low sound?
W&C: He's making a low sound.

Then ask Wink what happened to Blink. Have her respond that he was running in the hall and fell down and got hurt. Repeat, having pupils be Blink, groaning low or shrieking high. Vary the activity by asking if the sound was long, short, loud, or soft.

## 3. COUNTERS AND MORE COUNTERS

Count ten counters with the class and bundle them. Continue counting, reviewing ten plus one, eleven, ten plus two, twelve, and ten plus three, thirteen, writing the numerals 10+1, 10+2, 10+3 for each as you count. Introduce fourteen, writing the numeral, and asking the class for another name. Have Wink help the class respond.

T: /counting, then writing 10+4/ Ten plus four. What else can we name ten plus four?
W&C: We can name it fourteen.

Introduce fifteen and sixteen in a similar manner. Then, place face down on a table, the pictures from Activity 1. On each place fourteen, fifteen, or sixteen counters. Have a volunteer come up and identify which picture he chooses by number, saying ten plus (four), (four)teen, or writing 10+(4) on the board. Then have him look at his picture, and with Blink ask the class what to do to be safe, and what happens if we do not do it.

B&P: /identifying picture number/ Ten plus (five). /looking at picture/ Why should we walk and not run in the hall?
C: We might fall down.
B&P: What would happen if we fell down?
C: We would get hurt.

Continue using all the pictures several times until fourteen to sixteen have been expressed as (four)teen and ten plus (four) and written 10+(4).

### TAKE-OFF IDEAS

*Take the class for a walk in the neighborhood. Take pictures of pupils practicing good safety habits such as looking both ways before crossing the street. Then, help the class make a safety bulletin board using the pictures of themselves performing various actions in a safe manner.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 114

## LINGUISTIC FOCUS

| Review | Introduce |
|---|---|
| We (should/might) (____). | Could we (get hurt) if we (didn't stop) (before crossing the street<br>Why shouldn't we (run in the hall)? |
| fall; get (sick/hurt/cut); cross the street; look both ways, be careful with scissors; listen; wash our hands; run in the hall; stop; dirt; car | early; get--off, go to bed |
| loud, soft; high, low; long, short | seventeen, eighteen, nineteen<br>corner, sleep |

### LINGUISTIC COMMENTARY

Typical language problems are: substitution of present tense for past, as Could we fall if we run for Could we fall if we ran; non-standard stress leading to confusion between seventy and seventeen, eighty and eighteen, ninety and nineteen; substitution of "esleep" for sleep.

## CONCEPTUAL FOCUS

| Review | Introduce |
|---|---|
| Stating street, hall, and scissor safety rules | Deducing the reasons for health ru |
| Counting and writing tens and some more | Predicting the possible result of broken health rules |
| Distinguishing, demonstrating, and describing long, short, high, low, loud and soft sounds | Stating health rules<br>Naming 10+7 as seventeen,...10+9 a nineteen |

### CONCEPTUAL COMMENTARY

Typical conceptual problems are: difficulty understanding how lack of sleep and how failure to wash hands effects us.

## MATERIALS

Activity 1: Use the street, hall, and scissor pictures from Lesson 112, th accompanying pictures of children going to bed, washing thei hands and crossing the street at the corner, and Wink.

Activity 2: Use the pictures from Activity 1, chalk, Blink, and Wink.

Activity 3: Use the car picture from Lesson 112 and the pictures from Activity 1.

## 1. SAFETY RULES, HEALTH RULES

Display the three "rules" pictures from Lesson 112 and the accompanying "corner crossing" picture. Point to the latter and ask Wink and the class to state a rule about that picture.

T: /points to corner crossing pic./ What rule helps keep us safe when crossing the street?
W&C: We should cross the street at the corner.

Continue, pointing to the other three pictures and asking for other safety rules from previous lessons. Next, display the accompanying "washing hands" and "going to bed" pictures. Ask "Why should we go to bed early?" and have Wink model the answer. Go on to ask about consequences.

T: Why should we go to bed early?
W: To get lots of sleep.
W&C: To get lots of sleep.
T: What might happen if we didn't get lots of sleep?
W&C: We might get sick.

Continue with Why should we wash our hands, To get the dirt off, concluding with We might get sick again. Tell the pupils that healthy is not being sick and have volunteers give you the "health" rules.

T: What rules help keep us healthy?
V1: We should go to bed early.
T: Is there another health rule?
V2: We should wash our hands.

## 2. COULD WE?

Arrange the class in a semicircle and display all the "rule" pictures. Say that you are going to help Blink to remember the health and safety rules. Have the boys ask the girls what could happen if they did not follow each rule. Have Blink model the first question and Wink aid the girls as Blink points to the pictures.

B: /pointing to crossing pic./ Could we get hurt if we didn't stop before crossing the street?
Bs: Could we get hurt if we didn't stop before crossing the street?
W&Gs: Yes, we could.

Continue, having Blink cue the boys with Could we (fall/get sick/get cut) as he points to the other pictures. Next draw a big intersection on the board. Repeat, with Blink cuing the girls to ask the boys about any of the crossing safety rules. After the reply, have Blink pretend to walk to the intersection. Have the class count his "steps" and have volunteers write the total on the board using the 10+(7) notation. Introduce seventeen, eighteen and nineteen, having them say ten plus (seven) and (seven)teen.

## 3. THE QUESTION-GO-ROUND

Display all the "rule" pictures and have the class sit in a circle. Point to a picture and ask a pupil for the rule. When it is appropriate, ask the next pupil why we should follow the rule and ask the third pupil what could happen if we did not follow the rule.

T: /pointing to rule picture/ What's the rule?
P1: Don't (run in the hall).
T: Why shouldn't we (run in the hall)?
P2: We could get hurt.
T: Could we fall if we ran in the hall?
P3: Yes, we could.

Continue with other pictures, cuing one pupil to ask a question and the pupil next to him to answer, until the sequence is done for each rule. After discussing the crossing rule, display the car picture and beep the horn, having the class tell if the noise is loud, soft, high, low, long or short.

### TAKE-OFF IDEAS

*Arrange for the class to put on a "safety program" for another class. Have small groups put on skits to demonstrate rules being obeyed, not being obeyed, and the consequences.

*Make a "safety and health" bulletin board using pictures that pupils draw to illustrate rules.

| MICHIGAN MIGRANT PROGRAM | INTERDISCIPLINARY ORAL LANGUAGE LESSON 115 |
|---|---|

# REVIEW

## LINGUISTIC FOCUS - REVIEW

Using can to signal ability
Using might and could to signal possibility
Using should to signal desirability and propriety
Using introductory if clauses

## CONCEPTUAL FOCUS - REVIEW

Identifying rules of street safety, of school safety, and of health
Identifying why we should follow rules
Demonstrating and distinguishing between sounds on the basis of volume, pitch and duration
Counting tens and some more
Identifying 11-19 on the number line

## MATERIALS

Activity 1: Use the accompanying pictures of obeying rules, not obeying rules, 5 pictures of children hurt, and 2 pictures of children sick in bed, tape and Wink.
Activity 2: Use the pictures of rules from Activity 1, and Wink.
Activity 3: Use 20 single counters, rubber bands, a desk, chalk, an eraser, and Wink.

## 1. SICK OR HEALTHY? HURT OR SAFE?

Tape up the "rules" pictures and display the "sick" or "hurt" pictures on the chalkledge. Have a volunteer point to a board picture. Have Wink say that person does that every day and then ask if he can keep safe or healthy. Help the class reply and then have Wink ask what might happen if the rule is broken. Guide the reply having a pupil point out the appropriate picture.

W: /as V1 points to scissors pic./ This is what (he) does every day. Can (he) keep safe?
T&C: Yes. (He) can keep safe if he is careful with scissors.
W: What might happen if (he) isn't careful?
T&C: (He) might get cut.
P points to "not careful scissors pic."

Then have a volunteer point to a chalkledge picture and continue as above.

W: /as V2 points to not washing pic./ This is what (they) do every day. Can (they) keep (healthy)?
T&C: No. (They) can't keep (healthy).
W: What might happen if (they don't wash before eating)?
T&C: (They) might get sick.
Pupil points to "sick" picture.

Continue with other pictures.

## 2. RULES AND SOUNDS

Leave up the Activity 1 pictures. Have a pupil point to one of obeying rules and help the class ask what the rule is. After he replies, help the class ask why and then what would happen. Have Wink aid the reply if necessary.

T&C: /after P points to picture/ What's the rule?
P: (We) should look both ways before crossing.
T&C: Why should he look both ways before he crosses the street?
P: Because he might get hit by a car.
T&C: What would happen then?
P: He would get hurt.

Continue with the other pictures of obeying rules. Then point to ● street or bed picture and whisper to a pupil to pantomime a car horn honking short, long, loud or soft, a sick person groaning or a healthy one singing. After each pantomime, ask the class, Is he making a (high) or (low) sound?

## 3. HONKING COUNTERS

Chalk up a horn, and a number line with out numerals and at least 20 marks. Have the counters on a desk. Have two pupils come to the front. Have Pupil 1 pretend to softly or loudly honk the horn. After each honk have Pupil 2 select a counter. After ten honks, have both pupils count the counters and put a rubber band around them. Have one write 10 on the number line. Then have two other pupils honk, count to five, and write 5. Have Pupils 1 and 2 hold up the counters while Pupils 3 and 4 point to the number line. Ask the class how many counters they have and another way of saying it. Have Wink guide the replies if necessary.

T: /after P's have honked, counted, and written 10 and 5/ How many counters do they have?
C: They have ten and five more.
T: What's another way of saying ten and five more?
C: Fifteen.

Have a pupil put 10+5 on the number line, erasing the other numerals. Then unbundle the counters and continue with another pair of pupils. Repeat using numbers to nineteen.

### SUGGESTED FIELD TRIP

Arrange to take the class for a walk to a store or library. At each intersection stop and ask for the rule. On the way talk about the safety rules, about how to cross the street and about what could happen if the rules are not followed. Use the language from Lessons 111-114. Also, help the class listen to the sounds of traffic. Discuss their volumne, pitch, and duration. Upon returning, write an experience story about the trip, including items about what rules were followed, which, if any, were not followed, and the sounds that were heard.

| MICHIGAN MIGRANT PROGRAM | # INTERDISCIPLINARY ORAL LANGUAGE SPANISH SUPPORT ACTIVITIES |
|---|---|

**BASIC CONCEPTUAL FOCUS:** designed to be introduced in Spanish:

- Identifying sharing as a means of giving everybody a turn and being fair
- Describing what would happen if people did not share or were not fair
- Dividing symmetrical shapes into two equal parts
- Describing and naming halves of a shape
- Constructing and describing a whole from its two halves and writing 1/2
- Distinguishing between symmetrical and asymmetrical shapes by folding
- Identifying a situation where everybody doesn't help as one when some people have to work a long time
- Identifying and naming plane figures in classroom objects

**MATERIALS:**

- Activity 1: Prepare one paper shape for each child using squares, rectangles, triangles, and circles, with a line dividing each shape in half; use 4 pair of scissors, and pencils for each pupil.
- Activity 2: Prepare a symmetrical and an asymmetrical shape; use the shapes from Activity 1, chalk, and 2 rolls of tape.
- Activity 3: Prepare one square, rectangle, circle, and triangle from construction paper; use a chair for each pupil, a flannelboard and scissors.
- Activity 4: Use different colored strips of paper, enough for each pupil, scissors and tape.

## 1. MITADES (to accompany lesson 116) HALVES

Muestre e identifique una, de cada una de las figuras. Dé una a cada niño. Explique que deben cortar las figuras en dos mitades pero que hay sólo cuatro tijeras. Guíe cuatro niños para que las corten y den sus tijeras a un amigo. Continúe preguntando cada vez qué habría pasado si ellos no hubieran compartido las tijeras. Pídales que muestren las dos mitades de las figuras. Pregunte si son iguales. Pida a los niños que les escriban el nombre de ellos y recójalas.

Show and identify one of each of the shapes. Give one shape to each pupil. Explain that they should cut the shapes in two halves but there are only four pair of scissors. Guide four pupils to cut and then have them give their scissors to a friend. Continue, each time asking what would have happened if they had not shared the scissors. Have them hold up the two halves of their shape. Ask if they are the same. Have the class write their names on the shapes and collect them.

## 2. COMPLETANDO FIGURAS (to accompany lesson 117) COMPLETING SHAPES

Reparta las figuras que cortaron en la actividad anterior. Describa cada una

Distribute the shapes cut by the pupils in the preceding activity. Describe

como "medio". Escriba 1/2 en la pizarra. Pídales que coloquen sus dos mitades sobre la mesita para formarla de nuevo. Explique que para que queden juntas necesitan tira pegante, sólo tiene dos rollos y todos los niños quieren usarlos. Pregunte cómo puede hacerse de una manera justa y qué pasaría si no son justos al repartirla. Dígales que ninguno quiere que unos niños se queden sin pegar sus figuras por lo que van a hacerlo tomando turnos. Muestre una figura simétrica y una asimétrica, permita a un niño que las doble y hágales notar la diferencia.

each as a "half". Write 1/2 on the board. Have the pupils arrange their halves on their tables to make the original shape. Explain that they will need tape to hold the halves together, that you only have two rolls, and that all the pupils want to use them. Ask how it can be done in a fair way and what would happen if they are unfair in distributing the tape. Say that none of them want their classmates to be left with untaped shapes, and so they are going to tape them by taking turns. Show a symmetrical and an asymmetrical shape. Have a pupil fold them, and guide the class to note the difference.

## 3. RECONOCIENDO FIGURAS (to accompany lesson 118) RECOGNIZING FIGURES

Siente los niños en sus sillas formando un semicírculo con Ud. Muestre un cuadrado y pregunte qué es. Pida que busquen su forma en los objetos de la clase. Haga lo mismo con las otras figuras. Pida a un niño que las corte por la mitad y las coloque en el franelógrafo. Mande a otro a unir las mitades iguales. Haga ver como dos mitades forman un todo. Guíe los niños a identificar otros objetos simétricos de la clase. Pida a los niños retirar sus sillas y ponerlas de nuevo en su lugar. Haga notar que cuando todos ayudan el trabajo se hace más rápido y menos pesado para todos.

Have the pupils sit in their chairs in a semi-circle. Show a square and ask what it is. Ask them to look for something of the same shape among the classroom objects. Do the same with the other shapes. Ask a pupil to cut the shapes in half and place them on the flannelboard. Tell another to put together two halves which are the same. Guide the class in seeing that two halves make a whole. Help the pupils identify other symmetrical objects in the room. Ask them to put away their chairs. Have them note that when all help, the work gets done faster and is easier for everyone.

## 4. UNIENDO MITADES (to accompany lesson 119) JOINING HALVES

Muestre tiras de papel de diferentes colores. Dé una a cada niño. Invítelos a doblarlas en dos para marcar el centro. Pídales que las corten. Recoja una mitad de cada niño dejándole la otra. Haga que se cubran los ojos. Esconda las mitades. Permítales que busquen una igual a su tira. Cada niño tendrá su turno para hacerlo y se sentará cuando encuentre una. Si la mitad que encuentra no hace juego con la suya se la dará al compañero que la necesite. Proporcióneles tira pegante. Hágales notar que si la comparten todos pueden formar su tira completa. Pregunte sómo la formaron.

Show strips of paper of different colors. Give one to each pupil. Invite the pupils to fold the strips to mark the center. Have them cut them in two. Collect one half from each pupil, leaving him the other. Have the pupils cover their eyes. Hide the halves. Have pupils look for a match to their strips. Each pupil will have his turn to look and will sit down when he finds one. If the half he finds is not a match, he will give it to the pupil who needs it. Distribute tape and help the pupils note that by sharing the tape all may tape their strips together. Ask how they formed their strip.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 116

## LINGUISTIC FOCUS

**Review**

We have to (_____).
(They)('re) (the same shape).

have to, can, would; if
everybody, crayon, scissors, shape
cut, play, share, happen

**Introduce**

What do we have to do so all of us can (play)?
What would happen if we (didn't) share (the scissors)?
If we (didn't share) (the scissors), all of us (couldn't) (cut).

could; so; color; half, halves, toy

### LINGUISTIC COMMENTARY

Typical language problems are: confusion of don't and doesn't; substitution of "chare" for share, "chape" for shape; "cot" for cut, "din't" for didn't; confusion of half, have, has and halves.

## CONCEPTUAL FOCUS

**Review**

Demonstrating sharing classroom resources
Constructing circles and squares

**Introduce**

Identifying sharing as a means of giving everybody a turn
Describing what would happen if people didn't share
Dividing symmetrical shapes into two equal parts
Naming two equal parts as halves
Describing halves of a circle or square as having the same shape

### CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that there are many reasons to share other than just because one is told to.

### MATERIALS

Activity 1: Use a small piece of paper for each child, a crayon for all but 3 pupils, a piece of chalk, Wink, and Blink.
Activity 2: Use the pupils' drawings from Activity 1, scissors for all but 3 pupils, paper clips, and Wink.
Activity 3: Use several classroom toys, and Wink.

## 1. THE PUPPET WHO WOULDN'T SHARE

Have Wink and Blink demonstrate sharing a piece of chalk to draw pictures on the chalkboard. Then have Blink refuse to share. Explain what is happening each time and have Blink decide to share again. Then pass out a small piece of paper for each child and a crayon to all but three pupils. Ask if everyone has a crayon and what has to be done in order for all to color. Have Wink model the responses.

T: Does everybody have a crayon?
W: No, everybody doesn't have a crayon.
C: No, everybody doesn't have a crayon.
T: What do we have to do so all of us can color?
W: We have to share the crayons.
C: We have to share the crayons.

Repeat the dialog several times, having groups question each other. Then have each pupil with a crayon draw one square or circle that covers almost the whole page. Then have three volunteers give their crayons to the three pupils without crayons so they can each draw a shape. Have each pupil print his name on his drawing. Collect and save the drawings.

## 2. THE TEACHER CUT MY PICTURE

Give each pupil his shape from Activity 1 and all but three pupils a pair of scissors. Repeat the dialog from Activity 1, substituting scissors for crayon and cut for color. Then ask, "What would happen if we didn't share the scissors?" and have Wink model the response.

T: /after reviewing dialog from Act. 1 with appro. substitutions/ What would happen if we didn't share the scissors?
W: If we didn't share the scissors all of us couldn't cut.
C: If we didn't share the scissors all of us couldn't cut.

Repeat the new dialog a few times, having groups question each other. Vary the dialog, substituting shared for didn't share and could for couldn't.

Have everyone, through sharing, cut out their shapes. Then, take one pupil's shape and cut it in half. Have him hold up his two halves and ask the class about them. Have Wink model the first response.

T: What are these?
W: /nods to each half/ That's a half and that's a half. They're halves.
C: That's a half and that's a half. They're halves.
T: Are they the same shape?
C: Yes. They're the same shape.

Repeat with several pupils' shapes. Then, have the rest cut theirs in half. Paper clip each child's halves together and collect and save them.

## 3. LET'S GO TO TOYLAND

Place some toys in one corner of the room and explain that that area is a place where children can play. Let more pupils than there are toys go to play and help with the dialog. Ask questions from Activities 1 and 2, using toy and play, as Wink aids replies.

T: Does everybody have a toy?
W&C: No, everybody doesn't have a toy.
T: What do we have to do so all of us can play?
W&C: We have to share the toys.
T: What would happen if we didn't share the toys?
W&C: If we didn't share the toys all of us couldn't play.

Have the pupils at "Toyland" each pick another pupil to take their place. Repeat until all have had a turn, having groups ask and answer the questions.

### TAKE-OFF IDEAS

*During "Story Time" make up a story about the "Share Bear" who wanted to share his honey but couldn't find anybody to share with because everybody was afraid of him. Have individuals take the parts of the "Share Bear" and the fearful people. Have one brave pupil share at the end.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 117

## LINGUISTIC FOCUS

**Review**

Why should they (_____)?
What might happen if (_____)?

might, should
share, happen
everybody, halves, turn

**Introduce**

What should (they) do to (be fair)?
To (be fair) (they) should (share).

get done, be fair
give, take
whole

### LINGUISTIC COMMENTARY

Typical language problems are: substitution of "chare" for share, "chould" for should, "dawn" for done, and "halfs" for halves.

## CONCEPTUAL FOCUS

**Review**

Identifying sharing as a means of giving everybody a turn

**Introduce**

Identifying and demonstrating taking turns as a means of being fair and getting a task done
Describing what might happen if people aren't fair
Distinguishing between symmetrical and asymmetrical shapes by folding
Demonstrating several ways of folding a symmetrical shape in half
Constructing a whole from its two halves
Writing 1/2

### CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that an asymmetrical shape can not have two equal halves.

## MATERIALS

Activity 1: Use a picture book, and Wink.
Activity 2: Prepare one symmetrical and one asymmetrical shape out of tagboard and crease them to show that the asymmetrical one cannot have 2 equal parts like the other; use 2 balls, and Wink.
Activity 3: Use the pupils' shape halves from Lesson 116, a dark magic marker, tape, and Wink.

## 1. THE BOOK PEEKER

Have three volunteers take turns looking at a picture book, passing it to each other for each page. Then, have the one in the middle keep the book and close it together so that only he can see the pictures. Then question Wink and the class about the problem.

T: Why should they share the book?
W: To give everybody a turn.
C: To give everybody a turn.
T: What should they do to be fair?
W: To be fair they should share.
C: To be fair they should share.

Have the three volunteers share again. Then choose new volunteers and repeat the dialog several times, having Wink help the class ask you the questions sometimes. Then, explain that there isn't much time left for the next three volunteers to look at the book. Ask the same first question and have Wink help the class, groups and individuals reply, "To get done." Then ask, "What should they do to get done?" Have Wink help the class, groups and individuals reply, "To get done they should share."

## 2. WILL IT OR WON'T IT BE FAIR?

Have the class form a circle around you. Explain that you are going to bounce a ball to one pupil at a time and that he will bounce it back to you. Demonstrate. Then ask, "What might happen if we aren't fair?" Have Wink model, "Everybody might not get a turn." Put Wink aside and bounce the ball to all but three pupils. Hesitate. Then bounce the ball to the pupils who did not get their turn.

T: What might happen if we aren't fair?
W: Everybody might not get a turn.
C: Everybody might not get a turn.

Bounce the ball to all but three. Hesitate. Then give the three their turn.

Divide the class into two groups and continue the activity, having an individual in each group bounce the ball to the others and having the two groups ask each other the question before beginning the bouncing. Then exchange the balls for a symmetrical shape in one group and an asymmetrical shape in the other. Have the circle pupils sit down. Have the two pupils with the shapes hold them up and fold them to show the difference in the two types. Repeat the dialog having the shape holders hand the shape to others in their groups, giving everyone a turn to refold it. Note that there may be several ways to fold a shape in half. Have groups exchange shapes.

## 3. TWO HALVES MAKE A WHOLE

Have on hand the "shape halves" that the pupils made for Lesson 116. Have one pupil tape his two halves next to each other on a bulletin board. Print 1/2 with a dark magic marker on each half. Ask Wink and the class what two halves make. After the replies, explain that everyone can print 1/2 and tape his shape on the board. Ask Wink and the class about being fair and what might happen if people aren't fair.

T: /after printing 1/2 and 1/2/ What do two halves make?
W: A whole.
C: A whole.
T: Everyone can tape up his circle or square.
What should we do to be fair?
W&C: To be fair we should take turns.
T: What might happen if we aren't fair?
W&C: Everybody might not get a turn.

Continue, having others print 1/2 and tape up their shapes. Repeat the dialog as every third or fourth pupil tapes up his shape, using get done instead of get a turn. Sometimes have groups ask the last two questions.

### TAKE-OFF IDEAS

*During art have each pupil tape a paper bag on the side of his desk. Call one pupil at a time to a supply area and give him several toothpicks, pieces of string, etc. to make a collage with. Then have him drop some of the items in his own bag and share the rest with other pupils, dropping the items in his classmates' bags. As the collages are formed, discuss the sharing.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 118

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| Why should everybody help? | | If everybody helps, we can (go outside) sooner.<br>What happens when everybody (doesn't help)?<br>When everybody (doesn't help), (some of us have to work longer). |
| help, get done, go (home/outside) longer, fair<br>circle, square, triangle, rectangle | | sooner |

## LINGUISTIC COMMENTARY

Typical language problems are: loss of -s ending on verb, as If everybody help; confusion of doesn't and don't; substitution of "chould" for should, "dawn" for done, "outsite" for outside, and "doughsen" for doesn't.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Constructing a whole from its two halves | | Identifying helping each other as a means of going outside, etc. sooner<br>Identifying a situation where everybody doesn't help as one when some people have to work a long time<br>Identifying and naming plane figures in pictures or classroom objects<br>Identifying classroom objects that are symmetrical |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that "fair" situations can be created in many ways.

## MATERIALS

Activity 1: Use chalk, items from pupils' desks, and Wink.
Activity 2: Use a box for each row of pupils, 2 pieces of wastepaper for each pupil, and Wink.
Activity 3: Use the accompanying picture of hidden shapes, several symmetrical room objects, a paper circle cut in half, a chair for each pupil, tape, and Wink.

## 1. WHAT A MESS!

Have the class put papers, books, etc., from their desk drawers on top of their desks, making a "messy room". Draw pictures for "home" and "outside" on the chalkboard. Explain that there will be two pantomimes on helping and that when the first one is done, the class will have to mess up their desks again. Have them see which situation takes longer, having only a few clean up everyone's mess or having everyone help. In both situations, when everything is clean let the pupils go to the "home" and "outside" areas, whichever they choose. After the two pantomimes, have the class return to their seats. Question Wink and the class about helping.

T: /after 2 pantomimes; with all helping and just some helping/ Why should everybody help?
W: If everybody helps, we can go outside sooner.
C: If everybody helps, we can go outside sooner.
W: If everybody helps, we can go home sooner.
C: If everybody helps, we can go home sooner.

Repeat the dialog several times, having Wink and the boys ask you and the girls the question and vice versa.

## 2. ANOTHER MESS!

Station a wastepaper box by each row of desks. Make sure that each pupil has two pieces of wastepaper to throw away. As in Activity 1, have two pantomimes, one when everyone throws away one piece of wastepaper and another when only one or two pupils pick up everyone's wastepaper. Afterwards, question Wink and the class about the helping situations.

T: Why should everybody help?
W&C: If everybody helps, we can get done sooner.
T: What happens when everybody doesn't help?
W: When everybody doesn't help, some of us have to work longer.
C: When everybody doesn't help, some of us have to work longer.
T: Is that fair?
W&C: No. That's not fair.

Repeat the dialog several times having groups ask each other the questions.

## 3. THE PUT-AWAY PUPILS

Have the pupils each bring a chair to sit in a circle with you. Have on hand the accompanying picture with "hidden" shapes, several symmetrical classroom objects and a paper circle cut in half. Have individuals point to and identify the circles, squares, rectangles, and triangles in the picture. Have the class identify the symmetrical objects, and have one pupil tape the circle halves together to make a whole. Then explain that all of the chairs and materials have to be put away. Have everybody help. Afterwards question individuals, using the questions from Activities 1 and 2.

T: Why should everybody help?
P1: If everybody helps, we can get done sooner.
P2: It's fair.

Continue the questioning. Then have Wink help the class, groups and individuals ask you the questions.

### TAKE-OFF IDEAS

*Let your pupils plan and carry out a Help Project for the school, such as cleaning up the yard or halls.

*Have individuals help in the kindergarten with "Milk Time", etc. Have them tell you and the class about the experience.

*During Story Time, have the class make up stories about people or animals who need help such as "Sad Sam, the Lost Little Lamb," or Big Pig, Who Got Stuck In A Crib". Help the pupils think of ways to help the characters.

*Use "help" in your discipline techniques such as asking the class to "Help me listen for the quiet."

*Have everyone make a "HELP" sign to hold up when they need help.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 119

| Review | LINGUISTIC FOCUS | Introduce |
|---|---|---|
| whole, halves<br>help, find, share, get done, take turns<br>fast, faster, fair | | What (could happen) if everybody (would help)?<br>If everybody would (help), (we) could (find them faster).<br>If everybody didn't (help), (we) couldn't (get done fast). |

## LINGUISTIC COMMENTARY

Typical language problems are: confusion of could and would; substitution of "halfs" for halves, "din't" for didn't, "chare" for share.

| Review | CONCEPTUAL FOCUS | Introduce |
|---|---|---|
| Constructing a whole from its two halves<br>Distinguishing between symmetrical and asymmetrical shapes by folding<br>Identifying taking turns, helping, and sharing as ways of doing things faster | | Describing a whole as two halves<br>Predicting what might happen in a situation where people won't ta turns |

## CONCEPTUAL COMMENTARY

A typical conceptual problem is: difficulty understanding that only matching halves make a whole.

## MATERIALS

Activity 1: Prepare a paper circle or square or triangle for each pupil an cut each shape in half; use Wink.

Activity 2: Prepare 1 symmetrical or asymmetrical shape for each pupil; us Wink.

Activity 3: Have pupils collect whatever materials they need to put on pla about sharing, helping, and not taking turns; use Wink.

## 1. THE HIDDEN HALVES

In preparation, hide the listed shape halves throughout the room. Explain that you have hidden halves of paper circles, squares, and triangles around the room and that you need help in finding all of them. Explain that each pupil can find two halves and that they do not need to match. Ask, "What could happen if everybody would help?" and have Wink help the class respond.

T: What could happen if everybody would help?
W: If everybody would help, we could find them faster.
C: If everybody would help, we could find them faster.

Repeat the dialog several times, having Wink and the class ask you the question and then having groups ask each other the question. Then have the pupils each find two halves and sit down. Help everyone find their matching half. Encourage sharing if some pupils temporarily have no halves because others need them for a match. After all the halves are put together to make wholes have Wink and the class identify a whole as being made up of two halves.

T: What is a whole?
W: A whole is two halves.
C: A whole is two halves.

Repeat the last dialog several times, having groups and individuals respond.

## 2. HIDE A SHAPE

Have the class close their eyes as you and two volunteers hide symmetrical and asymmetrical shapes around the room. Then explain that each pupil can find one shape apiece. Question Wink and the class about helping and being fair.

T: What couldn't happen if everybody didn't help?
W: If everybody didn't help we couldn't get done fast.
C: If everybody didn't help we couldn't get done fast.
T: Would that be fair?
W: No. That wouldn't be fair.
C: No. That wouldn't be fair.

Repeat the dialog several times, having Wink and the class ask you the questions and then having groups ask each other the questions. Then help the class group the symmetrical and asymmetrical shapes into separate piles, determining the type of shape by folding.

## 3. TRI-PLAY

Divide the class into three groups. Have each group prepare to put on a "play", one about sharing, another about helping, and the third about not taking turns. Before each group performs, ask Wink and groups questions from Activities 1 and 2 substituting <u>they</u> for <u>we</u>.

T: /before "play" on sharing/ What could happen if everybody would share?
W&G1: If everybody would share they could get done faster.

Continue, with other questions, having groups exchange questions. Then watch the "sharing play" to see if what the pupils thought would happen really happened. Repeat with the other plays.

### TAKE-OFF IDEAS

*During gym, have the class play a game of "Sharsies". When a pupil wants a turn on the ropes, etc. he says to the pupil on the ropes, "Please share with me."

*Invent a story character who never can share. Each day tell the class a new episode in the life of the non-sharer.

*Have a "I Saw A Helper" box on your desk. Whenever someone sees someone else help, the observer can draw a picture of what he saw happen, put the helper's name on the picture and place it in the box. At the end of each day, look at the pictures, one by one, and discuss what the helping situation was, and who the helper was.

*Have the class sing "This is the way we help each other, help each other, help each other. This is the way we help each other, every single day." to "The Mulberry Bush" as they pantomime.

MICHIGAN MIGRANT PROGRAM

# INTERDISCIPLINARY ORAL LANGUAGE LESSON 120

## REVIEW-EVALUATION

This lesson aims at determining how well pupils incorporate the structures of Unit 12 into modified language situations. You should attempt to elicit individual responses from all pupils and keep accurate records on the following RECORD SHEET. This should help you focus on specific problems.

The concepts listed in INCLUDED CONCEPTS are not necessarily the most important ones in Unit 12. They were selected because of their suitability in reviewing the language structures.

The DIALOGS in Lesson 120 do not represent the only structures that pupils might use; they are only sample responses. A stimulus is given and the pupil will select his answer from among those structures he knows.

### LINGUISTIC PROGRESS CHECK

Using would and could to signal possibility
Using should to signal desirability and propriety
Using have to to signal obligation
Using can to signal ability
Using might to signal possibility
Using introductory if clauses
Using so as a connective

### INCLUDED CONCEPTS

Identifying sharing as a means of being fair
Describing what would happen if people didn't share
Constructing circles, squares and other shapes
Dividing symmetrical shapes into two equal parts
Naming two equal parts as halves and two halves as a whole
Identifying helping each other as a means of getting done sooner
Identifying, describing, and grouping rules of safety and health

### MATERIALS

Activity 1: Use a piece of paper for each child and enough scissors and crayons for 1/2 of the class.
Activity 2: Use the scissors, crayons and halves from Activity 1, and enough classroom objects, such as blocks, for each child.
Activity 3: Use the rule pictures from Lesson 115 and tape.

## 1. SHARING AND MAKING HALVES

Arrange the class in a circle. Pass out a piece of paper to each child and crayons to every other pupil. Tell a pupil to ask his neighbor what must be done so everybody can have a turn. After he responds, have the next pupil ask his neighbor what would happen if they did not share. Then, ask the next pupil in the circle if that would be fair. Finally, have the next pupil ask his neighbor what should be done.

T: Ask (Al) what we have to do so all of us can color.
P1: What do we have to do so all of us can color?
P2: We have to share the crayons.
T: Ask (Jo) what would happen if we didn't share the crayons.
P3: What would happen if we didn't share the crayons?
P4: All of us couldn't color.
T: Would that be fair?
P5: No, that wouldn't be fair.
T: Ask (Mary) what we should do to be fair.
P6: (Mary), what should we do to be fair?
P7: We should share.

Then have the pupils share the crayons and each color a shape on the whole sheet. Then pass out scissors to every other pupil. Repeat the dialog using cut for color and scissors for crayons. Change the last question to "What might happen if we aren't fair?" Next, have each child fold his paper in half and cut along that line, sharing the scissors so everybody can have a turn. Have volunteers hold up their halves and tell if they are the same or not. If they are the same, help the class say, "Those are two halves. Two halves are a whole." If some pupils have not had a turn, repeat the activity.

## 2. EVERYONE SHOULD HELP

Have the pupils place their crayons and scissors from Activity 1 in the center of the circle. Tell the class that the mess should be cleaned up. Have a pupil ask another if everybody should help. Then have a third pupil ask another why. After he responds, have everybody help clean up.

T: Ask (Jo) if everybody should help.
P1: (Jo), should everybody help?
P2: Yes, everybody should help.
T: Ask (Al) why.
P3: (Al), why should everybody help?
P4: If everybody helps, we can get done sooner.

Next, repeat using the halves from Activity 1, and then other classroom objects such as blocks. Continue until all have had a turn to respond.

## 3. ANSWER TIME: RULES

Have on a desk the "rule" pictures from Lesson 115. Ask the class, "What are some rules we have?" Call on volunteers to respond and then select a picture which represents that rule. Have each pupil explain what is happening in the picture as he tapes it up.

T: What are some rules we have?
V1: We should go to bed early.
/selecting and taping up picture/
This boy is going to bed early.
T: What is another rule?
V2: We should be careful with scissors.
/selecting and taping up picture/
This boy is being careful.

After all the rules are suggested, have pupils group the pictures, telling why they go together.

T: Can some of these go together?
P1: /moving pictures together/
This picture and this one.
T: Why did you put those together?
P1: They are both about the street.

After the pictures are grouped, conclude the activity by identifying with the class the health and then the safety rules.

### TAKE-OFF PROGRESS CHECK

*Form several groups, giving each a project to do together without having enough tools for everyone. Help each group decide what to do, using the language from Unit 12.

RECORD SHEET - LESSON 120

Following is a list of the main structures checked in Lesson 120. As each pupil responds to an item, place a mark indicating whether he uses a Standard or Non-Standard form. Compute the percentage of times the Standard form was used by dividing the number of Standard form uses by the total number of times the structure was used, and multiplying by 100. This is the percent of successfully manipulated structures. For example:

| Structure | Standard | Non-Standard | Total | Percentage |
|---|---|---|---|---|
| We should share. | //// /// | /// | 15 | 10/15x100=67% |

For this structure there were fifteen responses, 67% of these were in Standard form.

| | STRUCTURE | STANDARD | NON-STANDARD | TOTAL | PERCENTAGE STANDARD |
|---|---|---|---|---|---|
| 1. | What do we have to do so all of us can (color)? | | | | |
| | We have to share the (--). | | | | |
| | What would happen if we didn't share the (--)? | | | | |
| | All of us couldn't (color). | | | | |
| | No, that wouldn't be fair. | | | | |
| | What should we do to be fair? | | | | |
| | We should share. | | | | |
| | What might happen if we aren't fair? | | | | |
| | Everybody might not get a turn. | | | | |
| 2. | Should everybody help? | | | | |
| | Why should everybody help? | | | | |
| | Everybody should help. | | | | |
| | If everybody helps, we can get done sooner. | | | | |
| 3. | We should (--). | | | | |
| | We should be careful (--). | | | | |

## THANK YOU FOR YOUR COOPERATION

We are not only interested in the success of our lessons, as indicated on the other side of this sheet, but we would like to take your comments into consideration when we revise the lessons. Therefore, please rate each lesson (1 = low, 5 = high) and return the sheet to:

Michigan Migrant Primary Interdisciplinary Project
Washtenaw County Intermediate School District
3800 Packard Road, Ann Arbor, Michigan 48104

| Lesson | Clarity of Instructional Intent | Teachability of Activities | Relation to Pupils' Language Needs | Relation to Other Areas of Curriculum |
|---|---|---|---|---|
| 111 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 112 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 113 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 114 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 115 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 116 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 117 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 118 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 119 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |
| 120 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 | 1 2 3 4 5 |

Suggestions for improving objectives:

Suggestions for improving activities:

Other comments:

NAME_____ SCHOOL_____

POSITION_____ CITY_____

# WORD LIST LESSONS 1-120

| | | | |
|---|---|---|---|
| a | 6 | I don't have a car. | No tengo un carro. |
| | 17 | He wrote a two. | El escribió un dos. |
| across | 58 | He went across the bridge. | Fue por el puente. |
| add | 88 | Corn is a food that we can add to that group. | El maíz es un alimento que podemos agregar a ese grupo. |
| adobe hut | 77 | Those people live in adobe huts. | Esa gente vive en casas de adobe. |
| after | 68 | after summer | después del verano |
| ahead | 51 | Go straight ahead. | Siga recto. |
| airplane | 59 | He went in an airplane. | Fue en avión. |
| all | 42 | all of them | todos |
| | 46 | All families need ____. | Todas las familias necesitan ____. |
| all of the time | 78 | Some families live on houseboats all of the time. | Algunas familias viven en casas-bote siempre. |
| almost | 97 | They almost always work together on the farm. | Ellos casi siempre trabajan juntos en la finca. |
| always | 69 | It's always hot here. | Siempre hace calor aquí. |
| am | 2 | I'm in Baker School. | Estoy en la escuela Baker. |
| | 3 | Yes, I am. | Sí. |
| an | 17 | He used an eraser. | Usó un borrador. |
| and | 42 | Some of us live in this house and some of us live in that house. | Algunos de nosotros vivimos en esta casa y algunos en aquella. |
| animal | 81 | Beef belongs in the group with the animals. | La carne pertenece al grupo de los animales. |
| any | 41 | I don't have any sisters. | Yo no tengo hermanas. |
| | 84 | There aren't any on the map of Michigan. | No hay ninguno en el mapa de Michigan. |
| apartment | 49 | It's an apartment house. | Es una casa de apartamentos. |
| apple | 47 | These are apples. | Estas son manzanas. |
| | 47 | That's apple pie. | Eso es pastel de manzana. |
| are | 2 | What grade are you in? | ¿En qué grado estás? |
| | 4 | How old are you? | ¿Cuántos años tienes? |
| | 12 | Where are you? | ¿Dónde estás? |
| | 26 | Those are shirts. | Esas son camisas. |
| | 26 | Those aren't shirts. | Esas no son camisas. |
| | 28 | Those clothes are not red. | Esa ropa no es roja. |
| | 37 | Are they working together? | ¿Están ellos trabajando juntos? |
| | 38 | Yes, we are. | Sí. |
| | 38 | No, we aren't. | No. |
| around | 59 | She walked around the hill. | Caminó alrededor de la colina. |
| as | 44 | as large as | tan largo como |
| | 44 | as many people as | tanta gente como |
| | 99 | James didn't work in the fields as much as Jose. | James no trabajó en el campo tanto como José. |
| | 99 | Why didn't James earn as much money as Jose? | ¿Por qué James no ganó tanto dinero como José? |

| | | | |
|---|---|---|---|
| ask ____ to | 104 | When her mother asks her to. | Cuando su madre se lo pida. |
| | 104 | Because the teacher asked him to help. | Porque la maestra le pidió que ayudara. |
| at | 69 | at the North Pole | en el Polo Norte |
| aunt | 42 | She's my aunt. | Es mi tía. |
| away, far | 111 | It's far away. | Es muy lejos. |
| away from | 13 | Go away from the window. | Retírate de la ventana. |
| away, put | 92 | Did you put away the blocks by yourself? | ¿Guardaste solo los bloques? |
| baby | 41 | baby (brother/sister) | (hermanito/hermanita) |
| back of, in | 12 | I am in back of Mary. | Estoy detrás de Mary. |
| baked | 48 | Do you like baked chicken? | ¿Te gusta el pollo horneado? |
| ball | 6 | I have a ball. | Tengo una bola. |
| balloon | 23 | That balloon is big. | Ese globo es grande. |
| band-aid | 9 | He doesn't have a band-aid. | El no tiene una curita. |
| be | 18 | Be careful! | ¡Ten cuidado! |
| be fair | 117 | To be fair they should share. | Para ser justos deberían compartir. |
| bead | 22 | This is a bead. | Esa es una bolita. (cuenta) |
| because | 71 | Because it's cold. | Porque hace frío. |
| bed | 114 | We should go to bed early. | Deberíamos acostarnos temprano. |
| beef steak | 81 | What group does beef steak belong in? | ¿A qué grupo pertenece el bistec? |
| beet, sugar | 84 | Are there any sugar beets on the map of Michigan? | ¿Hay algunas remolachas en el mapa de Michigan? |
| before | 68 | before summer | antes del verano |
| | 71 | He wasn't wearing a hat before. | El no tenía el sombrero puesto antes. |
| | 113 | Why should we look both ways before we cross the street? | ¿Por qué deberíamos mirar ambos lados antes de cruzar la calle? |
| belong | 43 | All of them belong to the same family. | Todos ellos son de la misma familia. |
| beside | 12 | It's beside the cupboard. | Está al lado del armario. |
| better | 47 | I like cherry pie better than apple pie. | Me gusta más el pastel de cereza que el de manzana. |
| | 47 | Which do you like better? | ¿Cuál te gusta más? |
| bicycle | 59 | Which is faster, a car or a bicycle? | ¿Cuál es más rápido, un carro o una bicicleta? |
| big | 23 | That ball is big. | Esa bola es grande. |
| black | 29 | Are those clothes black? | ¿Es esta ropa negra? |
| Blink | 2 | His name is Blink. | Se llama Blink. |
| block | 21 | That's a block. | Ese es un bloque. |
| blow | 62 | The wind is blowing. | Hace viento. |
| blue | 28 | These clothes are blue. | Esta ropa es azul. |
| boat | 74 | They're going to row a boat. | Ellos van a remar. |
| book | 7 | I don't need a book. | No necesito un libro. |
| boot | 71 | He's wearing boots. | Lleva las botas puestas. |

| | | | |
|---|---|---|---|
| both | 44 | Both of them are large. | Los dos son grandes. |
| | 83 | Farmers in both places raise fruit. | Los agricultores en ambos lugares siembran frutas. |
| box | 11 | It's in the box. | Está en la caja. |
| boy | 73 | What's the boy going to put on? | ¿Qué se va a poner el muchacho? |
| brick | 49 | It's made of brick. | Es de ladrillos |
| | 49 | a brick house | una casa de ladrillos |
| bridge | 58 | He went across the bridge. | Fue por el puente. |
| bring | 14 | Bring the paper here. | Traiga el papel aquí. |
| broom | 91 | What do you do with a broom? | ¿Qué haces con una escoba? |
| brother | 41 | That's Manuel's brother. | Es el hermano de Manuel. |
| brought | 19 | He brought me home. | El me trajo a casa. |
| brush | 16 | He didn't cut the brush. | El no cortó la brocha. |
| bus | 18 | He walked to the bus. | El caminó hacia al autobús. |
| bus driver | 19 | What did the bus driver do? | ¿Qué hizo el chofer? |
| but | 66 | It snows some days in winter, but it doesn't snow every day. | Nieva algunos días en el invierno, pero no todos los días. |
| buy | 96 | They buy it. | Ellos lo compran. |
| by | 59 | by airplane | en avión |
| | 112 | We can keep safe by looking both ways. | Podemos mantenernos a salvo mirando a ambos lados. |
| | 113 | Because we might get hit by a car. | Porque nos podría golpear un carro. |
| came | 18 | He came home. | El vino a casa. |
| camera | 89 | A camera is not something that everybody needs. | Una cámara fotográfica es algo que no todos necesitan. |
| can | 88 | Why can they go together? | ¿Por qué pueden ir juntos? |
| car | 6 | I have a car. | Tengo un carro. |
| care | 108 | I have to take care of the family. | Tengo que cuidar a la familia. |
| careful | 18 | Be careful! | ¡Ten cuidado! |
| catch | 82 | Some people with boats catch fish for food. | Alguna gente pesca peces para alimento. |
| celery | 83 | Farmers in Texas don't raise a lot of celery. | Los agricultores en Texas no cultivan mucho apio. |
| cent | 96 | It's one cent. | Es un centavo. |
| chair | 12 | I am beside the chair. | Estoy al lado de la silla. |
| chalk | 17 | She used a piece of chalk. | Ella usó una tiza. |
| chalkboard | 101 | I don't know who erased the chalkboard. | No sé quién borró la pizarra. |
| cherry | 47 | These are cherries. | Estas son cerezas. |
| | 47 | This is cherry pie. | Este es un pastel de cereza. |
| chicken | 48 | Do you like fried chicken? | ¿Te gusta el pollo frito? |
| children | 43 | They're the children. | Son los hijos. |
| chocolate | 48 | Do you like chocolate milk? | ¿Te gusta el chocolate? |

| | | | |
|---|---|---|---|
| circle | 38 | Are you making a circle? | ¿Estás haciendo un círculo? |
| class | 34 | Do you teach the class? | ¿Enseñas tú a la clase? |
| clay | 99 | Ana has as much clay as Mary. | Ana tiene tanta plasticina como Mary. |
| clean | 91 | You clean the sidewalk with it. | Tú limpias la acera con ella. |
| climb | 56 | He climbed that mountain first. | El escaló esa montaña primero. |
| close to | 52 | Pete is close to the door. | Pete está cerca de la puerta. |
| | 53 | Whose house is closer to school? | ¿La casa de quién está más cerca de la escuela? |
| clothes | 26 | Those are clothes. | Esa es ropa. |
| clothing | 89 | Clothing is something that everybody needs. | La ropa es algo que todos necesitan. |
| cloud | 62 | There are a lot of clouds in the sky. | Hay muchas nubes en el cielo. |
| cloudy | 62 | It's a cloudy day. | Es un día nublado. |
| coat | 71 | He's wearing a coat. | Tiene un abrigo puesto. |
| cold | 61 | It's a cold day. | Es un día frío. |
| | 86 | People who are going out in the cold wear heavy clothes. | La gente cuando hace frío usa ropa abrigada. |
| collect | 101 | I don't know who collected the books. | No sé quién recogió los libros. |
| color | 28 | What color are they? | ¿De qué color son? |
| | 116 | What do we have to do so all of us can color? | ¿Qué podemos hacer para que todos podamos colorear? |
| come | 13 | Come to the table. | Ven a la mesa. |
| | 68 | Fall comes first. | El otoño viene primero. |
| come out | 67 | Do leaves come out in fall? | ¿Nacen las hojas en el otoño? |
| concrete | 49 | It's made of concrete. | Es hecha de concreto. |
| cook | 32 | Is the ____ working? | ¿Está trabajando la ____? |
| cool | 67 | Is it ever cool? | ¿Es alguna vez fresco? |
| corner | 114 | at the corner | en la esquina |
| could | 114 | Could we fall if we ran in the hall? | ¿Podríamos caernos si corremos en el corredor? |
| | 114 | Yes, we could. | Sí, sí podríamos. |
| count | 36 | He's counting points. | Está contando puntas. |
| cousin | 42 | Is that Maria's cousin or sister? | ¿Es ésa la prima o la hermana de María? |
| cow | 83 | Some farmers there raise cows. | Algunos agricultores crían vacas ahí. |
| crayon | 7 | I need a crayon. | Necesito una crayola. |
| creek | 57 | The creek is narrower. | El arroyo es más angosto. |
| cross | 57 | It takes longer to cross the river. | Se tarda más cruzando el río. |
| crosswalk | 111 | Crosswalk. | Zona de paso. |
| cupboard | 11 | It's in the cupboard. | Está en el armario. |
| custodian | 31 | What's the custodian doing? | ¿Qué está haciendo el portero? |

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| cut | 8 | He wants to cut. | El quiere cortar. |
| | 16 | He didn't cut the brush. | El no cortó la brocha. |
| | 16 | He cut the paper. | El cortó el papel. |
| | 33 | I'm cutting the grass. | Estoy cortando el césped. |
| | 113 | Because we might get cut. | Porque podríamos cortarnos. |
| day | 61 | What kind of day is it? | ¿Cómo es el día? |
| desk | 33 | That's a desk. | Eso es un escritorio. |
| different | 27 | They're different. | Son diferentes. |
| | 44 | a different number of people | diferente número de personas |
| dime | 106 | a dime | una moneda de diez centavos |
| dirt | 98 | That's dirt. | Eso es tierra. |
| dish | 91 | You dry the dishes with it. | Tú secas los trastos con él. |
| dish towel | 91 | What do you do with a dish towel? | ¿Qué haces con un limpión? |
| do | 3 | Where do you live? | ¿Dónde vives? |
| | 6 | I don't have a car. | No tengo un carro. |
| | 8 | What does he need? | ¿Qué necesita él? |
| | 9 | He doesn't have a kleenex. | El no tiene un klinex. |
| | 13 | Don't run to the table. | No corras hasta la mesa. |
| | 16 | He didn't cut. | El no cortó. |
| | 16 | Did he paste? | ¿Engomó él? |
| | 17 | What did he do? | ¿Qué hizo él? |
| | 17 | What did he draw? | ¿Qué dibujó él? |
| | 21 | What do you do with it? | ¿Qué haces con eso? |
| | 31 | What's the teacher doing? | ¿Qué está haciendo la maestra? |
| | 34 | What does he do? | ¿Qué hace él? |
| | 34 | Does she teach the class? | ¿Enseña ella a la clase? |
| | 34 | Do you teach the class? | ¿Enseñas tú a la clase? |
| | 34 | Yes, I do. (teach the class) | Sí, yo lo hago. |
| | 34 | Yes, she does. (teach the class) | Sí, ella lo hace. |
| | 34 | What does he do? | ¿Qué hace él? |
| | 54 | It takes Ivy longer than it does Jo. | Se demora Ivy más que Jo. |
| | 66 | Does it snow every day? | ¿Nieva todos los días? |
| | 116 | What do we have to do so all of us can color? | ¿Qué podemos hacer para que todos podamos colorear? |
| doll | 6 | I have a doll. | Tengo una muñeca. |
| done | 117 | To get done they should share. | Para terminar ellos deberían compartir. |
| door | 12 | I am beside the door. | Estoy al lado de la puerta. |
| down | 51 | Put your left hand down. | Baja la mano izquierda. |
| | 113 | We might fall down. | Podríamos caernos. |
| draw | 7 | I want to draw. | Quiero dibujar. |
| dress | 26 | Those are dresses. | Esos son vestidos. |

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|---|---|---|---|
| drew | 17 | He drew a ball. | El dibujó una bola. |
| drink | 48 | Do you like to drink orange juice? | ¿Te gusta beber jugo de naranja? |
| drive | 32 | He's driving. (a bus) | Está manejando. (un autobús) |
| driver | 19 | What did the bus driver do? | ¿Qué hizo el chofer? |
| dry | 61 | It's a dry day. | Es un día seco. |
| | 91 | You dry the dishes with it. | Tú secas los trastos con él. |
| dust | 31 | He's dusting the desk. | Está sacudiendo el escritorio. |
| early | 114 | We should go to bed early. | Deberíamos acostarnos temprano. |
| earn | 99 | Jose earned more money than James. | José ganó más dinero que James. |
| eat | 48 | Do you like to eat fried chicken? | ¿Te gusta comer pollo frito? |
| -ed | 16 | He needed paste. | El necesitó goma (de pegar). |
| | 17 | He used paste. | El usó goma. |
| | 17 | He erased a two. | El borró un dos. |
| eight | 3 | six, seven, eight | seis, siete, ocho |
| eighteen | 114 | eighteen | dieciocho |
| eighth | 62 | The eighth one. | El octavo. |
| eighty | 104 | eighty | ochenta |
| either | 77 | Those people don't live in adobe huts either. | Esa gente tampoco vive en casas de adobe. |
| eleven | 112 | eleven | once |
| else | 76 | What else do they need shelter for? | ¿Para qué más necesitan ellos vivienda? |
| empty | 46 | It's the empty set. | Es el conjunto vacío. |
| equal | 79 | One plus one equals two. | Uno más uno igual dos. |
| -er | 17 | He used an eraser. | El usó un borrador. |
| | 19 | What did the bus driver do? | ¿Qué hizo el chofer? |
| | 31 | What's the teacher doing? | ¿Qué está haciendo la maestra? |
| | 53 | Whose string is longer? | ¿De quién es la cuerda más larga? |
| | 53 | longer than | más largo que |
| erase | 17 | What did he erase? | ¿Qué borró él? |
| | 17 | He erased a two. | El borró un dos. |
| eraser | 17 | He used an eraser. | El usó un borrador. |
| -est | 56 | Which hill is highest of all? | ¿Cuál loma es la más alta de todas? |
| | 59 | Which is fastest? | ¿Cuál es el más rápido? |
| ever | 67 | Is it ever cool? | ¿Es alguna vez fresco? |
| | 69 | Does it ever snow? | ¿Nieva alguna vez? |
| every | 66 | It doesn't snow every day. | No nieva todos los días. |
| everybody | 89 | A camera is not something that everybody needs. | Una cámara fotográfica es algo que no todos necesitan. |

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| factory | 97 | The father works in a factory and gets money for his work. | El padre trabaja en u fábrica y recibe di por su trabajo. |
| fair, be | 117 | To be fair they should share. | Para ser justos deber compartir. |
| fall | 67 | Is it ever cold in fall? | ¿Es alguna vez frío e otoño? |
| fall down | 113 | Because we might fall down. | Porque podríamos caer |
| fall off | 67 | Do leaves fall off in spring? | ¿Se caen las hojas en primavera? |
| family | 43 | They're a family. | Es una familia. |
| | 49 | a one-family house | una casa para una sol familia |
| far away | 111 | It's far away. | Es muy lejos. |
| far from | 52 | Pete's far from the door. | Pete está lejos de la puerta. |
| farm | 82 | Some people on farms raise vegetables for food. | Alguna gente en las f cultivan vegetales alimento. |
| farmer | 82 | Two farmers are raising meat. | Dos agricultores está produciendo carne. |
| farther | 53 | Whose house is farther from school? | ¿La casa de quién est lejos de la escuela |
| fast | 18 | Run fast. | Corre ligero. |
| father | 41 | That's Manuel's father. | Ese es el papá de Man |
| fell down | 113 | What would happen if he fell down? | ¿Qué pasaría si el se cayera? |
| few, a | 62 | There are a few clouds. | Hay pocas nubes. |
| | 77 | A few live in trailers. | Unos pocos viven en c remolques. |
| field | 98 | That's a field. | Eso es un campo de cu |
| fifteen | 113 | fifteen | quince |
| fifth | 57 | Is the fifth river the widest of all? | ¿Es el quinto río el ancho de todos? |
| fifty | 102 | fifty | cincuenta |
| find out | 101 | Find out who put away the pencils. | Descubre quién guardó lápices. |
| first | 2 | I'm in first grade. | Estoy en primer grado |
| | 54 | First he ____. Then he ____. | Primero ____. Despué |
| | 56 | The first mountain is the lowest. | La primera montaña es más baja. |
| | 56 | Which mountain did he climb first? | ¿Cuál montaña escaló mero? |
| | 68 | Fall comes first. | El otoño viene primer |
| finish | 93 | We finish faster when we share the work. | Terminamos más rápido cuando compartimos trabajo. |
| fish | 82 | The fish belong in the group with the sea. | Los peces pertenecen grupo del mar. |
| five | 2 | four, five | cuatro, cinco |

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| fix | 32 | She's fixing lunch. | Está preparando el almuerzo. |
| floor | 11 | It's on the floor. | Está en el suelo. |
| food | 48 | Do all families need food? | ¿Necesitan alimento todas las familias? |
| | 81 | All of the things in those groups are foods. | Todas las cosas en esos grupos son alimentos. |
| foot | 51 | Put your left foot up. | Levanta tu pie izquierdo. |
| for | 76 | What else do they need shelter for? | ¿Para qué más necesitan ellos vivienda? |
| | 82 | Some people on farms raise vegetables for food. | Alguna gente en las fincas cultivan vegetales para alimento. |
| | 94 | We go for a ride. | Vamos a pasear. |
| | 97 | They work on a farm and get money for their work. | Ellos trabajan en una finca y reciben dinero por su trabajo. |
| | 111 | You should listen for cars. | Tú deberías oír los carros. |
| forty | 102 | forty | cuarenta |
| found out | 101 | They found out who grouped the pencils. | Ellos descubrieron quien agrupó los lápices. |
| four | 2 | three, four, five | tres, cuatro, cinco |
| fourteen | 113 | fourteen | catorce |
| fourth | 57 | It's the fourth river. | Es el cuarto río. |
| fried | 48 | Do you like fried chicken? | ¿Te gusta el pollo frito? |
| from | 13 | Come away from the door. | Vente de la puerta. |
| | 52 | as far from the door as Jo | tan lejos de la puerta como Jo |
| | 52 | from the desk to the door | del escritorio a la puerta |
| | 53 | farther from | más lejos de |
| front of, in | 12 | I'm in front of Mary. | Estoy delante de Mary. |
| fruit | 81 | The things in that group are fruit. | Las cosas en ese grupo son frutas. |
| garden | 81 | The potatoes belong in the group with the garden. | Las papas pertenecen al grupo del huerto. |
| gas station | 97 | The father works at a gas station and gets money for his work. | El padre trabaja en la estación de gasolina y recibe dinero por su trabajo. |
| get | 58 | How did Juan get to the other side of the river? | ¿Cómo llegó Juan al otro lado del río? |
| | 82 | How do some people get food? | ¿Cómo consigue alguna gente el alimento? |
| get cut | 113 | Because we might get cut. | Porque podríamos cortarnos. |
| get done | 117 | To get done they should share. | Para terminar deberían compartir. |
| get hit | 113 | Because we might get hit by a car. | Porque nos podría golpear un carro. |
| get hurt | 113 | He would get hurt. | El podría herirse. |
| get off | 114 | To get the dirt off. | Para eliminar la suciedad. |

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| girl | 73 | What's the girl going to put on? | ¿Qué se va a poner la niña? |
| give | 117 | To give everybody a turn. | Para darles a todos un turno. |
| glove | 72 | They're wearing gloves. | Tienen guantes puestos. |
| go | 13 | Go to the table. | Ve a la mesa. |
| | 86 | These go together. | Estos van juntos. |
| | 86 | They're things which people wear when they go swimming. | Hay cosas que la gente usa cuando va a nadar. |
| | 94 | We go for a ride. | Vamos a pasear. |
| | 94 | We go to the park. | Vamos al parque. |
| | 94 | We go out to eat. | Vamos a comer afuera. |
| | 86 | People who are going out in the rain wear a raincoat. | La gente que sale cuando llueve usa impermeable. |
| | 73 | What's he going to put on? | ¿Qué se va a poner él? |
| | 74 | We're going to need light clothes. | Vamos a necesitar ropa fresca. |
| good | 47 | Cherry pie is good. | El pastel de cereza es bueno. |
| got cut | 113 | What would happen if he got cut with the scissors? | ¿Qué pasaría si se cortara con las tijeras? |
| got hit | 113 | What would happen if he got hit by a car? | ¿Qué pasaría si lo golpeara un carro? |
| got hurt | 113 | What would happen if he got hurt? | ¿Qué pasaría si se hiriera? |
| grade | 2 | I'm in first grade. | Estoy en primer grado. |
| grandchildren | 43 | They're the grandchildren. | Son los nietos. |
| grandfather | 42 | That's Maria's grandfather. | Ese es el abuelito de María. |
| grandmother | 42 | That's Maria's grandmother. | Esa es la abuelita de María. |
| grandparents | 43 | They're the grandparents. | Son los abuelitos. |
| grape | 88 | Why do grapes go in that group? | ¿Por qué las uvas van en ese grupo? |
| grapefruit | 89 | Are there any grapefruit on the map of Michigan? | ¿Hay alguna toronja en el mapa de Michigan? |
| grass | 33 | I'm cutting the grass. | Estoy cortando el césped. |
| green | 29 | Are these clothes green? | ¿Es esta ropa verde? |
| green light | 111 | You should wait for a green light. | Deberías esperar por la luz verde. |
| group | 39 | Which group is making circles? | ¿Cuál grupo está haciendo círculos? |
| | 101 | Who grouped those pencils? | ¿Quién agrupó esos lápices? |
| grown-ups | 93 | We set the table with grown-ups. | Ponemos la mesa con los adultos. |
| half | 116 | That's a half and that's a half. | Esa es una mitad y esa es una mitad. |
| hall | 102 | The custodian cleans the halls. | El portero limpia los corredores. |
| halves | 116 | They're halves. | Esas son mitades. |

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| ham | 81 | What group does ham belong in? | ¿A qué grupo pertenece el jamón? |
| hand | 51 | Put your left hand up. | Levanta tu mano izquierda. |
| happen | 109 | What happens when everybody works outside the home? | ¿Qué pasa cuando todos trabajan fuera de la casa? |
| hat | 71 | He's wearing a hat. | El lleva puesto el sombrero. |
| have | 6 | I have a book. | Tengo un libro. |
| | 8 | He has scissors. | El tiene tijeras. |
| have to | 108 | I have to take care of the family. | Yo tengo que cuidar a la familia. |
| he | 2 | He's in first grade. | El está en primer grado. |
| heavy | 46 | Do you need light clothes or heavy clothes in winter? | ¿Necesitas ropa fresca o abrigada en el invierno? |
| helmet | 74 | They're going to wear helmets. | Van a usar cascos. |
| help | 36 | We're helping. | Estamos ayudando. |
| helper | 36 | We're helpers. | Somos ayudantes. |
| her | 1 | Her name is Mary. | Ella se llama Mary. |
| | 19 | He took her home. | El la llevó a su casa. |
| here | 14 | Bring the paper here. | Trae el papel aquí. |
| | 83 | Do some farmers here raise pigs? | ¿Crían algunos agricultores cerdos aquí? |
| hers | 52 | Pete's line isn't as long as hers. | La línea de Pete no es tan larga como la de ella. |
| herself | 92 | Mary is setting their table by herself. | Mary está poniendo sola la mesa de ellos. |
| high | 56 | That hill is higher. | Esa loma es más alta. |
| | 113 | He's making a high sound. | El está haciendo un sonido agudo. |
| hill | 56 | That hill is lower. | Esa loma es más baja. |
| him | 19 | Take him to the store. | Llévalo a la tienda. |
| himself | 92 | Joe is setting their table by himself. | Joe está poniendo solo la mesa de ellos. |
| his | 1 | His name is John. | El se llama John. |
| | 52 | Is his line as long as hers? | ¿Es la línea de él tan larga como la de ella? |
| | 52 | Is her line as long as his? | ¿Es la línea de ella tan larga como la de él? |
| hit, get | 113 | Because we might get hit by a car. | Porque nos podría golpear un carro. |
| home | 18 | He came home. | El vino a casa. |
| hot | 61 | It's a hot day. | Es un día caliente. |
| house | 42 | in the same house | en la misma casa |
| houseboat | 78 | When do families live on houseboats? | ¿Cuándo las familias viven en casas-bote? |
| how | 4 | How old is he? | ¿Cuántos años tiene él? |
| | 29 | How many socks are green? | ¿Cuántos calcetines son verdes? |
| | 54 | How does John come to school? | ¿Cómo viene John a la escuela? |
| | 108 | How many members of that family work at home? | ¿Cuántos miembros de esa familia trabajan en la casa? |

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| hundred | 108 | one hundred | cien |
| hurt, get | 113 | He would get hurt. | El podría herirse. |
| hut, adobe | 77 | Those people live in adobe huts. | Esa gente vive en casas de adobe. |
| I | 2 | I'm in first grade. | Estoy en primer grado. |
| | 3 | I live on Elm Street. | Vivo en la calle Elm. |
| ice | 63 | That's ice. | Eso es hielo. |
| ice skates | 64 | Did you wear roller skates or ice skates? | ¿Usaste patines de ruedas o de nieve? |
| icy | 63 | It wasn't icy yesterday. | No hubo helada ayer. |
| if | 113 | What would happen if he got hit by a car? | ¿Qué pasaría si lo golpeara un carro? |
| igloo | 77 | Those people live in igloos. | Esa gente vive en chozas de esquimales. |
| in | 2 | I'm in first grade. | Estoy en primer grado. |
| | 11 | It's in the box. | Está en la caja. |
| | 42 | Some of them live in that house. | Algunos viven en esa casa. |
| | 46 | We need heavy clothes in winter. | Necesitamos ropa abrigada en invierno. |
| | 49 | All families need houses to live in. | Todas las familias necesitan casa para vivir. |
| | 59 | in a car | en un carro |
| | 86 | People who are going out in the cold. | La gente que sale al frío. |
| | 86 | People who are going out in the rain. | La gente que sale cuando llueve. |
| in back of | 12 | I'm in back of Juan. | Estoy detrás de Juan. |
| in front of | 12 | I'm in front of Mary. | Estoy delante de Mary. |
| -ing | 31 | She's teaching. | Está enseñando. |
| | 61 | It's snowing. | Está nevando. |
| inside | 64 | Did you skate inside? | ¿Patinó adentro? |
| is | 1 | My name is John. | Me llamo John. |
| | 4 | He is six years old. | El tiene seis años. |
| | 11 | The ball is on the table. | La bola está en la mesa. |
| | 21 | This is a ball. | Esta es una bola. |
| | 22 | Is this a set of five? | ¿Es éste un conjunto de cinco? |
| | 23 | Is that ball little? | ¿Es esa bola pequeña? |
| | 32 | Is the cook working? | ¿Está trabajando la cocinera? |
| | 32 | Yes, she is. | Sí. |
| | 32 | No, she's not. | No. |
| | 38 | He is. | El. |
| | 38 | He isn't. | El no. |
| | 71 | One and one more is two. | Uno y uno más son dos. |
| it | 11 | It's on the box. | Está sobre la caja. |
| | 17 | Erase it. | Bórralo. |

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| | 21 | I play with it. | Yo juego con ella. |
| | 22 | Yes, it is. | Sí. |
| | 54 | Does it take John as long to walk to school as it does Bill? | ¿Tarda John lo mismo que Bill en caminar hasta la escuela? |
| | 61 | It's snowing. | Está nevando. |
| | 101 | It was Blink. | Fue Blink. |
| jacket | 27 | Those are jackets. | Esas son chaquetas. |
| job | 93 | What jobs do they do by themselves? | ¿Qué trabajos hacen ellos solos? |
| juice | 48 | Do you like to drink orange juice? | ¿Te gusta beber jugo de naranja? |
| keep | 76 | We need a place to keep us warm. | Necesitamos un lugar para abrigarnos. |
| | 112 | How can we keep safe? | ¿Cómo podemos estar seguros? |
| kind | 49 | What kind of house is it? | ¿Qué clase de casa es? |
| kleenex | 9 | He doesn't have a kleenex. | El no tiene un klinex. |
| know | 101 | I don't know who erased the chalkboard. | No sé quien borró la pizarra. |
| lake | 57 | That lake is smaller. | Ese lago es más pequeño. |
| large | 44 | Is Mark's family as large as Manuel's? | ¿Es la familia de Mark tan grande como la de Manuel? |
| leaf | 67 | This is a leaf. | Esta es una hoja. |
| learn | 36 | We're learning to count points. | Estamos aprendiendo a contar puntas. |
| leaves | 67 | The leaves fall off in fall. | Las hojas se caen en otoño. |
| left | 51 | Put your left hand up. | Levanta tu mano izquierda. |
| | 51 | He turned to the left. | Se volvió hacia la izquierda. |
| lettuce | 47 | That's lettuce. | Esa es una lechuga. |
| | 47 | I like lettuce and tomato salad. | Me gusta la ensalada de lechuga y tomate. |
| lifejacket | 74 | They're going to wear lifejackets. | Ellos van a usar salvavidas. |
| light | 46 | We need light clothes in summer. | Nosotros necesitamos ropa fresca en verano. |
| light, green | 111 | You should wait for a green light. | Deberías esperar por la luz verde. |
| like | 47 | Do you like cherry pie? | ¿Te gusta el pastel de cereza? |
| | 69 | Where is it like Michigan? | ¿Dónde es como en Michigan? |
| line | 52 | Draw a line from ____ to ____. | Dibuja una línea de ____ a ____. |
| listen | 36 | We're listening. | Estamos escuchando. |
| | 111 | You should listen for cars. | Tú deberías oír los carros. |

| | | | |
|---|---|---|---|
| little | 23 | That ball is little. | Esa bola es pequeña. |
| live | 3 | I live on Elm Street. | Vivo en la calle Elm. |
| lobster | 82 | The lobster belongs in the group with the sea. | La langosta pertenece al grupo del mar. |
| long | 52 | Is Pete's line as long as Alice's? | ¿Es la línea de Pete tan larga como la de Alice? |
| | 54 | Does it take Bill as long to walk to school as it does Bob? | ¿Tarda Bill lo mismo que John en caminar hasta la escuela? |
| | 112 | Was that (sound) long or short? | ¿Fue ese (sonido) largo o corto? |
| look | 111 | She should look both ways. | Ella debería mirar a ambos lados. |
| lot, a | 62 | There are a lot of clouds in the sky. | Hay muchas nubes en el cielo. |
| | 68 | It usually snows a lot in winter. | Generalmente nieva mucho en el invierno. |
| | 83 | Farmers in Texas don't raise a lot of celery. | Los agricultores en Texas no cultivan mucho apio. |
| loud | 112 | Was that (sound) loud or soft? | ¿Fue ese (sonido) fuerte o bajo? |
| low | 56 | That hill is lower. | Esa loma es más baja. |
| | 113 | He's making a low sound. | El está haciendo un sonido bajo. |
| lunch | 32 | She's fixing lunch. | Está preparando el almuerzo. |
| 'm | 2 | I'm in Baker School. | Estoy en la escuela Baker. |
| | 33 | No, I'm not. | No. |
| made | 49 | It's made of wood. | Es de madera. |
| make | 38 | Are you making a circle? | ¿Estás haciendo un círculo? |
| man | 98 | No, the man is too old to work with them. | No, el hombre es muy viejo para trabajar con ellos. |
| many | 29 | How many socks are green? | ¿Cuántos calcetines son verdes? |
| map | 84 | Are there any grapefruit on the map of Michigan? | ¿Hay alguna toronja en el mapa de Michigan? |
| marble | 21 | This is a marble. | Esta es una canica. (bolita) |
| me | 19 | Put me on the bus. | Ponme en el autobús. |
| meat | 81 | The things in that group are meat. | Las cosas en ese grupo son carne. |
| Michigan | 68 | in Michigan | en Michigan |
| might | 113 | He might get hurt. | El podría herirse. |
| milk | 48 | Do you like to drink milk? | ¿Te gusta beber leche? |
| | 48 | chocolate milk | chocolate |
| mine | 53 | Mine is closer. | El mío está más cerca. |
| minus | 88 | We can say "Two minus one." | Podemos decir "Dos menos uno." |
| mittens | 71 | He's wearing mittens. | Tiene guantes puestos. |
| money | 96 | That's money. | Eso es dinero. |

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|---|---|---|---|
| more | 71 | One and one more is two. | Uno y uno más son dos. |
| | 96 | Which do they buy more often, a car or a house? | ¿Qué compran ellos más a menudo, un carro o una casa? |
| | 99 | Jose earned more money than James. | José ganó más dinero que James. |
| most | 77 | Most of them live in houses. | La mayoría viven en casas. |
| | 96 | Which do they buy most often? | ¿Qué compran ellos más a menudo? |
| mother | 41 | That's Manuel's mother. | Esa es la mamá de Manuel. |
| motorcycle | 74 | They're going to ride a motorcycle. | Van a andar en motocicleta. |
| mountain | 56 | That mountain is higher. | Esa montaña es más alta |
| much | 99 | James didn't work in the fields as much as Jose. | James no trabajó en el campo tanta como José. |
| my | 1 | My name is ____. | Me llamo ____. |
| myself | 92 | I picked up the blocks by myself. | Yo solo recogí los bloques. |
| name | 1 | My name is John. | Me llamo John. |
| | 108 | We can name it ten tens or one hundred. | Podemos decir diez decenas o una centena. |
| narrow | 57 | The creek is narrower. | El arroyo es más angosto. |
| near | 111 | The car is near. | El carro está cerca. |
| need | 7 | I need a book. | Necesito un libro. |
| | 8 | He needs scissors. | El necesita tijeras. |
| | 46 | We need heavy clothes in winter. | Necesitamos ropa abrigada en invierno. |
| neither | 79 | That family doesn't and neither does that one. | Esa familia no, ni aquella tampoco. |
| never | 69 | It never snows here. | Aquí nunca nieva. |
| never, almost | 97 | They almost never work together at the gas station. | Ellos casi nunca trabajan juntos en la estación de gasolina. |
| nickel | 96 | nickel | una moneda de cinco centavos |
| night | 61 | It's a snowy night. | Es una noche nevada. |
| nine | 4 | eight, nine, ten | ocho, nueve, diez |
| nineteen | 114 | nineteen | diecinueve |
| ninety | 104 | ninety | noventa |
| ninth | 63 | It's the ninth one. | Es el noveno. |
| no | 16 | No. He didn't cut the brush. | No. El no cortó la brocha. |
| | 22 | No, it's not. (a set) | No, no es. (un conjunto) |
| nobody | 109 | There's nobody to take care of the house. | No hay nadie que cuide la casa. |
| none | 43 | None. | Ninguno. |
| | 43 | None of them. | Ninguno de ellos. |
| north | 69 | at the North Pole | en el Polo Norte |
| not | 17 | It's not on the floor. | No está en el suelo. |
| | 33 | No, I'm not. | No. |
| now | 71 | What's he wearing now? | ¿Qué tiene puesto ahora? |
| number | 44 | It has the same number of people. | Tiene el mismo número de personas. |

| | | | |
|---|---|---|---|
| of | 7 | a piece of paper | un papel |
| | 21 | a set of one | un conjunto de uno |
| | 26 | a pair of pants | un pantalón |
| | 44 | number of people | número de personas |
| | 49 | made of wood | hecho de madera |
| | 56 | It's the widest of all. | Es el más ancho de todos. |
| | 84 | There aren't any on the map of Michigan. | No hay ninguno en el mapa de Michigan. |
| off | 67 | Do leaves fall off in spring? | ¿Se caen las hojas en primavera? |
| often | 66 | It often rains in summer. | A menudo llueve en verano. |
| old | 4 | He's six years old. | El tiene seis años. |
| | 98 | He's too old to work with them. | El es muy viejo para trabajar con ellos. |
| on | 3 | I live on Baker Street. | Vivo en la calle Baker. |
| | 11 | It's on the box. | Está sobre la caja. |
| | 59 | on his bicycle | en su bicicleta |
| | 82 | Some people on farms raise vegetables for food. | Alguna gente en las fincas cultiva vegetales para alimento. |
| on, put | 73 | He's going to put on his coat. | Se va a poner el abrigo. |
| on vacation | 78 | Some families live in tents when they're on vacation. | Algunas familias viven en tiendas de campaña cuando van de vacaciones. |
| one | 1 | one, two, three | uno, dos, tres |
| | 17 | He wrote a one. | El escribió un uno. |
| | 24 | Which one is big? | ¿Cuál es grande? |
| one-family | 49 | a one-family house | una casa para una sola familia |
| only | 83 | Only farmers in Michigan raise a lot of celery. | Solo los agricultores en Michigan cultivan mucho apio. |
| or | 24 | Is this round or square? | ¿Es éste redondo o cuadrado? |
| | 29 | Are they dresses or shirts? | ¿Son vestidos o camisas? |
| | 32 | Is she working or resting? | ¿Está ella trabajando o descansando? |
| | 82 | Is one farmer raising meat or are two farmers raising meat? | ¿Hay un agricultor produciendo carne o hay dos? |
| orange | 48 | They're oranges. | Son naranjas. |
| | 48 | orange juice | jugo de naranja |
| other | 58 | How did Juan get to the other side of the river? | ¿Cómo llegó Juan al otro lado del río? |
| our | 92 | We are all setting our table. | Nosotros estamos poniendo nuestra mesa. |
| ourselves | 93 | We clean our rooms by ourselves. | Nosotros limpiamos solos nuestros cuartos. |
| out, come | 67 | Do leaves come out in spring? | ¿Nacen las hojas en primavera? |
| out, find | 101 | Find out who put away the pencils. | Descrubre quién guardó los lápices. |

| | | | |
|---|---|---|---|
| out, found | 101 | They found out who grouped the pencils. | Ellos descubrieron quien agrupó los lápices. |
| out, go | 94 | We go out to eat. | Vamos a comer afuera. |
| | 86 | People who are going out in the rain wear a raincoat. | La gente que sale cuando llueve usa impermeables. |
| out, pass | 101 | I don't know who passed out the paper. | Yo no sé quién repartió el papel. |
| outside | 64 | Did you play outside yesterday? | ¿Jugaste afuera ayer? |
| over | 58 | He went over the mountain. | Fue por la montaña. |
| paint | 16 | He needed paint. | El necesitó pintura. |
| | 16 | He wanted to paint. | El quería pintar. |
| pair | 26 | That is a pair of pants. | Ese es un pantalón. |
| pajamas | 73 | He's going to put on pajamas. | Se va a poner la pijama. |
| pants | 26 | Those are pants. | Esos son pantalones. |
| | 72 | They're wearing snowpants. | Están usando pantalones de nieve. |
| paper | 7 | a piece of paper | un papel |
| | 9 | He doesn't have a paper towel | El no tiene una toalla de papel. |
| parents | 43 | They're the parents. | Son los padres. |
| park | 94 | We go out to the park together. | Nosotros vamos al parque juntos. |
| pass out | 101 | I don't know who passed out the paper. | Yo no sé quién repartió el papel. |
| paste | 8 | He wants to paste. | El quiere engomar. |
| | 8 | He needs paste. | El necesita goma. |
| patrol boy | 111 | You should wait for the patrol boy. | Tú deberías esperar por la patrulla de seguridad. |
| pay | 107 | People need money to pay the rent. | La gente necesita dinero para pagar el alquiler. |
| pencil | 7 | I want a pencil. | Quiero un lápiz. |
| penny | 22 | This is a penny. | Este es un centavo. |
| people | 44 | It has the same number of people. | Tiene la misma cantidad de personas. |
| pick up | 92 | Did you pick up the blocks by yourself? | ¿Recogiste los bloques tú solo? |
| pie | 47 | I like apple pie. | Me gusta el pastel de manzana. |
| piece | 7 | a piece of paper | un papel |
| pig | 83 | Some farmers here raise pigs. | Algunos agricultores crían cerdos aquí. |
| place | 76 | They need a place to eat. | Necesitan un lugar para comer. |
| play | 21 | He plays with it. | El juega con ella. |
| | 21 | I play with it. | Yo juego con ella. |
| | 64 | I played house | Jugué de "casita". |
| | 73 | to play in the snow | jugar en la nieve |
| plus | 74 | Two plus one is three. | Dos más uno son tres. |

| | | | |
|---|---|---|---|
| point | 36 | He's counting points. (of a triangle) | Está contando puntas. (de un triángulo). |
| pole | 69 | North Pole; South Pole | Polo Norte; Polo Sur |
| potato | 47 | Those are potatoes. | Esas son papas. |
| | 47 | I like potato salad. | Me gusta la ensalada de papa. |
| principal | 102 | That's the principal. | Ese es el director. |
| Puerto Rico | 69 | Is it Puerto Rico? | ¿Es Puerto Rico? |
| put | 14 | Put the truck there. | Pon el camión ahí. |
| put away | 92 | Did you put away the blocks by yourself? | ¿Guardaste los bloques tú solo? |
| put on | 73 | What are you going to put on? | ¿Qué te vas a poner? |
| put up | 51 | Put your left hand up. | Levanta la mano izquierda. |
| rain | 61 | It's raining. | Está lloviendo. |
| | 86 | People who are going out in the rain wear raincoats. | La gente que sale cuando llueve usa impermeables. |
| rainclothes | 72 | Are they wearing rainclothes? | ¿Están usando ropa de lluvia? |
| raincoat | 72 | They're wearing raincoats. | Ellos tienen puestos impermeables. |
| rainhat | 72 | They're wearing rainhats. | Ellos tienen puestos sombreros para el agua. |
| rainy | 61 | It's a rainy day. | Es un día lluvioso. |
| raise | 82 | Some people on farms raise vegetables for food. | Alguna gente en las fincas cultivan vegetales para alimento. |
| ran | 18 | He ran to the bus. | El corrió al autobús. |
| read | 7 | I want to read. | Quiero leer. |
| rectangle | 39 | Which group is making rectangles? | ¿Cuál grupo está haciendo rectángulos? |
| red | 28 | Those clothes are red. | Esa ropa es roja. |
| rent | 107 | He pays the rent with money. | El paga el alquiler con dinero. |
| rest | 32 | She's resting. | Está descansando. |
| restaurant | 97 | They work in a restaurant and get money for their work. | Ellos trabajan en un restaurante y reciben dinero por su trabajo. |
| ride | 74 | They're going to ride a motorcycle. | Van a andar en motocicleta. |
| | 94 | We go for a ride. | Vamos a pasear. |
| right | 51 | Put your right hand up. | Levanta la mano derecha. |
| | 51 | He turned to the right. | Se volvió a la derecha. |
| river | 57 | The river is wider. | El río es más ancho. |
| roller skates | 64 | Did you wear roller skates or ice skates? | ¿Usaste patines de ruedas o de nieve? |
| room | 2 | He's in Miss B's room. | El está en la clase de la Srta. B. |
| rough | 81 | It's rough. | Es áspero. |

| | | | |
|---|---|---|---|
| round | 24 | Is this round or square? | ¿Es ésto redondo o cuadrado? |
| row | 74 | They're going to row a boat. | Van a remar el bote. |
| run | 13 | Run to the table. | Corre a la mesa. |
| -s | 8 | He wants to read. | El quiere leer. |
| | 8 | He needs scissors. | El necesita tijeras. |
| -s | 4 | I'm six years old. | Tengo seis años. |
| | 26 | They're shirts. | Son camisas. |
| 's | 1 | What's your name? | ¿Cómo te llamas? |
| | 11 | Where's the ball? | ¿Dónde está la bola? |
| | 2 | Miss B's room. | La clase de la Srta. B. |
| | 44 | as large as Rosa's | tan grande como la de Rosa |
| | 61 | It's snowing. | Está nevando. |
| safe | 112 | We can keep safe by not running in the hall. | Podemos mantenernos seguros si no corremos en el corredor. |
| salad | 47 | I like potato salad. | Me gusta la ensalada de papa. |
| same | 27 | They're the same size. | Son del mismo tamaño. |
| say | 88 | We can say, "Ten minus one." | Podemos decir, "Diez menos uno." |
| school | 2 | What school are you in? | ¿En qué escuela estás? |
| scissors | 8 | He needs scissors. | El necesita tijeras. |
| sea | 82 | The lobster belongs in the group with the sea. | La langosta pertenece al grupo del mar. |
| seafood | 82 | The things with the sea are seafood. | Las cosas con el mar son alimentos marinos |
| season | 68 | What season come after fall? | ¿Cuál estación sigue al otoño? |
| second | 56 | the second mountain | la segunda montaña |
| | 56 | He climbed that mountain second. | El escaló esa montaña de segundo. |
| secret | 84 | Three plus the secret number equals five. | Tres más el número secreto es igual a cinco. |
| secretary | 102 | That's the secretary. | Esa es la secretaria. |
| set | 21 | That is a set of two. | Es un conjunto de dos. |
| | 92 | We are all setting our table. | Nosotros estamos poniendo nuestra mesa. |
| seven | 3 | five, six, seven | cinco, seis, siete |
| seventeen | 114 | seventeen | diecisiete |
| seventh | 58 | the seventh mountain | la séptima montaña |
| seventy | 103 | seventy | setenta |
| shape | 24 | What shape is that? | ¿De qué forma es eso? |
| share | 37 | We're sharing crayons | Estamos compartiendo crayolas. |
| she | 2 | She's in first grade. | Ella está en primer grado. |
| shelter | 76 | What do they need shelter for? | ¿Para qué necesitan vivienda ellos? |

| | | | |
|---|---|---|---|
| shine | 62 | The sun is shining. | El sol está brillando. |
| shirt | 26 | Those are shirts. | Esas son camisas. |
| shoes | 27 | Those are shoes. | Esos son zapatos. |
| short | 52 | Is Pete's line as short as Alice's? | ¿Es la línea de Pete tan corta como la de Alice? |
| | 112 | Was that (sound) long or short? | ¿Fue ese (sonido) largo o corto? |
| should | 111 | He should stop before he crosses the street. | El debería detenerse antes de cruzar la calle. |
| shouldn't | 114 | Why shouldn't we run in the hall? | ¿Por qué no deberíamos correr en el corredor? |
| shovel, snow- | 91 | What do you do with a snow-shovel? | ¿Qué haces con una pala? |
| show | 103 | I'm showing you how she helps at school. | Les estoy enseñando como ella ayuda en la escuela. |
| sick | 98 | He is too sick to work today. | El está muy enfermo para trabajar hoy. |
| side | 37 | We're counting sides. | Estamos contando lados. |
| | 58 | How did Juan get to the other side of the river? | ¿Cómo llegó Juan al otro lado del río? |
| sidewalk | 91 | You clean the sidewalk with it. | Tú limpias la acera con eso. |
| sister | 41 | That's Manuel's sister. | Esa es la hermana de Manuel. |
| sit | 94 | Some of them are sitting together. | Algunos de ellos están sentados juntos. |
| six | 3 | five, six, seven | cinco, seis, siete |
| sixteen | 113 | sixteen | dieciséis |
| sixth | 57 | Is the sixth river the widest? | ¿Es el sexto río el más ancho? |
| sixty | 103 | sixty | sesenta |
| size | 23 | What size is that ball? | ¿De qué tamaño es esa bola? |
| skate | 64 | Did you skate outside? | ¿Patinaste afuera? |
| | 64 | roller/ice skates | patines de ruedas/hielo |
| sky | 62 | Are there any clouds in the sky? | ¿Hay nubes en el cielo? |
| sleep | 73 | Because he's going to sleep. | Porque va a dormir. |
| | 114 | To get lots of sleep. | Para dormir mucho. |
| slowly | 18 | He walked slowly. | El caminó despacio. |
| small | 44 | Is Mark's family as small as Manuel's? | ¿Es la familia de Mark tan pequeña como la de Manuel? |
| smooth | 81 | That's smooth. | Eso es liso. |
| snow | 61 | It's snowing. | Está nevando. |
| | 72 | Were they wearing snowpants before? | ¿Tenían ellos puestos pantalones de nieve antes? |
| | 73 | Because he's going to play in the snow. | Porque va a jugar en la nieve. |
| snowshovel | 91 | What do you do with a snow-shovel? | ¿Qué haces con una pala? |
| snowy | 61 | It's a snowy day. | Es un día de nieve. |
| so | 79 | That family lives in a house and so does that one. | Esa familia vive en una casa y esa otra también. |

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|---|---|---|---|
| | 116 | What do we have to do so all of us can color? | ¿Qué tenemos que hacer para que todos podamos colorear? |
| sock | 27 | Those are socks. | Esos son calcetines. |
| soft | 112 | Was that loud or soft? | ¿Fue eso fuerte o bajo? |
| some | 42 | some of them | algunos |
| | 82 | Some people on farms raise vegetables for food. | Alguna gente en las fincas cultivan vegetales para alimento. |
| somebody | 109 | There's somebody to earn money. | Hay alguien que gana dinero. |
| something | 89 | Is a camera something that everybody needs? | ¿Es una cámara fotográfica algo que todos necesitan? |
| sometimes | 66 | It sometimes rains in fall. | Algunas veces llueve en otoño. |
| sooner | 118 | If everybody helps we can go home sooner. | Si todos ayudan podemos irnos pronto a la casa. |
| sound | 113 | He's making a high sound. | El está haciendo un sonido alto. |
| south | 69 | South Pole | Polo Sur |
| spring | 67 | Is it ever cold in spring? | ¿Es a veces frío en primavera? |
| square | 24 | Is this round or square? | ¿Es ésto redondo o cuadrado? |
| | 39 | Which group is making squares? | ¿Cuál grupo está haciendo cuadrados? |
| station, gas | 97 | They never work together in a gas station. | Ellos nunca trabajan juntos en la estación de gasolina. |
| stop | 18 | Stop! | ¡Pare! |
| store | 19 | Take Blink to the store. | Lleva a Blink a la tienda. |
| straight | 51 | Go straight ahead. | Siga recto. |
| strawberry | 88 | Strawberries can go in that group. | Las fresas pueden ir en ese grupo. |
| street | 111 | He should stop before he crosses the street. | El debería detenerse antes de cruzar la calle. |
| string | 53 | Ned's string is longer. | La cuerda de Ned es más larga. |
| sugar beet | 84 | Are there any sugar beets on the map of Michigan? | ¿Hay algunas remolachas en el mapa de Michigan? |
| suit, swim- | 73 | He's going to put on his swimsuit. | Se va a poner su traje de baño. |
| summer | 46 | We need light clothes in summer. | Necesitamos ropa fresca en verano. |
| | 46 | Some of them are summer clothes. | Alguna es ropa de verano. |
| sun | 62 | The sun is shining. | El sol está brillando. |
| sunny | 62 | It's a sunny day. | Es un día con sol. |
| sweep | 33 | I'm sweeping the floor. | Estoy barriendo el piso. |
| swim | 73 | Because he's going to swim. | Porque va a nadar. |
| | 86 | They're things which people to go swimming. | Son cosas que la gente usa para nadar. |

| | | | |
|---|---|---|---|
| swimsuit | 73 | He's going to put on his swimsuit. | Se va a poner su traje de baño. |
| swing | 89 | Is a swing something that everybody needs? | ¿Es una hamaca algo que todos necesitan? |
| table | 11 | It's on the table. | Está en la mesa. |
| take | 14 | Take the paste there. | Lleva la goma ahí. |
| | 54 | Does it take Paul as long to walk to school as it does Bill? | ¿Tarda tanto Paul en caminar hasta la escuela como Bill? |
| take care of | 108 | I have to take care of the family. | Yo tengo que cuidar de la familia. |
| take turns | 117 | To be fair we should take turns. | Para ser justos deberíamos tomar turnos. |
| talk | 102 | The principal talks to parents. | El director habla a los padres. |
| teach | 31 | She's teaching. | Está enseñando. |
| teacher | 31 | What's the teacher doing? | ¿Qué está haciendo la maestra? |
| telephone | 89 | Is a telephone something that everybody needs? | ¿Es un teléfono algo que todos necesitan? |
| television | 94 | We watch television together. | Nosotros vemos juntos televisión. |
| ten | 4 | eight, nine, ten | ocho, nueve, diez |
| | 101 | two tens, three tens | dos decenas, tres decenas |
| tent | 77 | Those people live in tents. | Esa gente vive en carpas árabes. |
| tenth | 63 | It's the tenth one. | Es la décima. |
| Texas | 83 | Farmers in Texas don't raise a lot of celery. | Los agricultores en Texas no cultivan mucho apio. |
| than | 47 | I like cherry pie better than apple pie. | Me gusta más el pastel de cereza que el de manzana. |
| | 53 | closer to Pete's than to Jo's | más cerca de Pete que de Jo |
| | 99 | Jose earned more money than James. | José ganó más dinero que James. |
| that | 21 | That's a ball. | Esa es una bola. |
| | 21 | What's that? | ¿Qué es eso? |
| | 21 | What's in that? | ¿Qué hay en eso? |
| | 23 | That ball. | Esa bola. |
| | 88 | Corn is a food that we can add to that group. | El maíz es un alimento que podemos agregar a ese grupo. |
| the | 11 | Where's the ball? | ¿Dónde está la bola? |
| their | 92 | Joe is setting their table by himself. | Joe está poniendo solo la mesa de ellos. |
| them | 42 | some of them | algunos |
| themselves | 93 | What jobs do they do by themselves? | ¿Qué trabajos hacen ellos solos? |

| | | | |
|---|---|---|---|
| then | 54 | First he____. Then he ____. | Primero él ____. Después ____. |
| there | 14 | Take the paste there. | Lleva la goma ahí. |
| | 62 | There are a lot of clouds in the sky. | Hay muchas nubes en el cielo. |
| | 83 | Some farmers there raise pigs. | Algunos agricultores crían ahí cerdos. |
| these | 26 | What are these? | ¿Qué son éstos? |
| they | 26 | They're shirts. | Son camisas. |
| | 36 | They're counting points. | Están contando puntas. |
| | 34 | What are they doing? | ¿Qué están haciendo ellos? |
| thing | 81 | What are the things in that group? | ¿Cuáles son las cosas en ese grupo? |
| | 89 | Clothes are things that everybody needs. | La ropa es algo que todos necesitan. |
| third | 56 | the third mountain | la tercera montaña |
| | 56 | He climbed ____ third. | El escaló ____ de tercero. |
| thirteen | 112 | thirteen | trece |
| thirty | 101 | thirty | treinta |
| this | 21 | This is a block. | Este es un bloque. |
| | 21 | What's in this? | ¿Qué hay en esto? |
| | 23 | This ball. | Esta bola. |
| those | 26 | What are those? | ¿Qué son esos? |
| | 46 | Those are light clothes. | Esa es ropa fresca. |
| | 77 | Those people live in igloos too. | Esa gente vive en chozas de esquimales también. |
| three | 1 | one, two, three | uno, dos, tres |
| | 17 | He wrote a three. | El escribió un tres |
| through | 58 | He went through the tunnel. | Fue por el túnel. |
| time | 78 | all of the time | todo el tiempo |
| to | 7 | I want to read. | Quiero leer. |
| | 13 | Go to the table. | Ve a la mesa. |
| | 49 | All families need houses to live in. | Toda familia necesita casa para vivir. |
| | 43 | All of them belong to the same family. | Todos pertenecen a la misma familia. |
| | 51 | to the right | a la derecha |
| | 52 | close to the desk | cerca del escritorio |
| | 52 | from the desk to the door | del escritorio a la puerta |
| | 107 | He works in a store to earn money. | El trabaja en una tienda para ganar dinero. |
| | 109 | There's nobody to take care of the house. | No hay nadie que cuide la casa. |
| today | 61 | Today is a rainy day. | Hoy es un día lluvioso. |
| together | 37 | They're working together. | Están trabajando juntos. |
| | 86 | These go together. | Estas van juntas. |
| tomato | 47 | These are tomatoes. | Estos son tomates. |
| | 47 | I like lettuce and tomato salad. | Me gusta la ensalada de lechuga y tomate. |
| too | 77 | Those people live in igloos too. | Esa gente vive en chozas de esquimales también |

| | | | |
|---|---|---|---|
| | 98 | He's too old to work with them. | El es muy viejo para trabajar con ellos. |
| took | 19 | He took Blink to the store. | El llevó a Blink a la tienda. |
| towel | 9 | a paper towel | una toalla de papel |
| towel, dish | 91 | What do you do with a dish towel? | ¿Qué haces con un limpión? |
| town | 58 | He went through the town. | El atravesó el pueblo. |
| toy | 116 | Everybody doesn't have a toy. | No todos tienen un juguete. |
| trailer | 77 | Most of them live in houses, but a few live in trailers. | La mayoría viven en casas, pero algunos viven en casas-remolque. |
| travel | 87 | People who travel often use that kind of shelter. | La gente que viaja a menudo usa esa clase de vivienda. |
| tree | 67 | That's a tree. | Eso es un árbol. |
| triangle | 38 | Are you making a triangle? | ¿Estás haciendo un triángulo? |
| truck | 6 | I have a truck. | Tengo un camión. |
| tunnel | 58 | He went through the tunnel. | Fue por el túnel. |
| turkey | 83 | Some farmers there raise turkeys. | Algunos agricultores crían pavos ahí. |
| turn | 51 | Which way did he turn? | ¿Hacia dónde se volvió? |
| | 104 | Lu helped when it was her turn. | Lu ayudó cuando fue su turno. |
| | 117 | To give everybody a turn. | Para darle a cada uno su turno. |
| T.V. | 89 | Is a T.V. something that everybody needs? | Es una T.V. algo que todos necesitan? |
| twelve | 112 | twelve | doce |
| twenty | 101 | twenty | veinte |
| two | 1 | one, two, three | uno, dos, tres |
| | 17 | He wrote a two. | El escribió un dos. |
| uncle | 42 | That's my uncle. | Ese es mi tío. |
| up | 51 | Put your left hand up. | Levanta la mano izquierda. |
| | 92 | Did you pick up the blocks by yourself? | ¿Recogiste los bloques solo? |
| us | 48 | all of us | nosotros |
| use | 17 | What did he use? | ¿Qué usó él? |
| | 17 | He used an eraser. | El usó un borrador. |
| usually | 66 | It's usually hot in summer. | Usualmente hace calor en verano. |
| vacation, on | 78 | Some families live on houseboats when they're on vacation. | Algunas familias viven en casas-bote cuando están de vacaciones. |
| vegetables | 81 | The things in that group are vegetables. | Las cosas en ese grupo son vegetales. |

| | | | |
|---|---|---|---|
| very | 96 | They buy food very often. | Ellos compran alimento muy a menudo. |
| visitor | 102 | The principal talks to the visitors. | El director habla a los visitantes. |
| wait | 111 | He should wait for a green light. | El debería esperar por la luz verde. |
| walk | 13 | Walk to the table. | Camina hasta la mesa. |
| want | 7 | I want to read. | Quiero leer. |
| | 8 | He wants to read. | El quiere leer. |
| warm | 67 | Is it ever warm in spring? | ¿Hace calor a veces en primavera? |
| was | 63 | Was it sunny yesterday? | ¿Fue ayer un día de sol? |
| | 71 | He wasn't wearing a coat. | El no estaba usando un abrigo. |
| wash | 91 | What's he going to wash? | ¿Qué va a lavar él? |
| watch | 94 | We watch television together. | Vemos juntos televisión. |
| way | 51 | Which way did he turn? | ¿Hacia qué lado se volvió? |
| we | 36 | We're listening. | Estamos escuchando. |
| wear | 49 | All families need clothes to wear. | Toda la familia necesita usar ropa. |
| weather | 63 | Is the weather the same today as it was yesterday? | ¿Está hoy el tiempo como estuvo ayer? |
| went | 18 | He went to school. | El fue a la escuela. |
| were | 63 | There were a lot of clouds in the sky. | Había muchas nubes en el cielo. |
| | 72 | Were they wearing snowpants? | ¿Estaban ellos usando pantalones de nieve? |
| wet | 61 | It's a wet day. | Es un día húmedo. |
| what | 1 | What's your name? | ¿Cómo te llamas? |
| | 6 | What do you have? | ¿Qué tienes? |
| | 76 | What else do they need shelter for? | ¿Para qué más necesitan vivienda? |
| | 77 | What kind of shelter do those people live in? | ¿En qué tipo de vivienda vive esa gente? |
| | 102 | He found out what the secretary does. | El encontró lo que hace la secretaria. |
| when | 68 | When is it hot in Michigan? | ¿Cuándo hace calor en Michigan? |
| | 78 | Some families live on houseboats when they're on vacation. | Algunas familias viven en casas-bote cuando están de vacaciones. |
| where | 3 | Where do you live? | ¿Dónde vives? |
| | 11 | Where's the ball? | ¿Dónde está la bola? |
| | 87 | People use that shelter in places where it's always cold. | La gente usa esa vivienda en lugares donde siempre hace frío. |
| | 106 | Find out where his father works. | Averigua dónde trabaja su papá. |

| | | | |
|---|---|---|---|
| which | 24 | Which one is big? | ¿Cuál es grande? |
| | 39 | Which group is making squares? | ¿Cuál grupo está haciendo cuadrados? |
| white | 29 | Are those clothes white? | ¿Es esa ropa blanca? |
| who | 38 | Who's making a circle? | ¿Quién está haciendo un círculo? |
| | 101 | I don't know who erased the chalkboard. | No sé quién borró la pizarra. |
| whole | 117 | Two halves make a whole. | Dos mitades hacen un todo. |
| whose | 53 | Whose string is longer? | ¿De quién es la cuerda más larga? |
| | 106 | Find out whose family that is. | Averigua de quién es esa familia. |
| why | 71 | Why is he wearing a coat? | ¿Por qué está usando un abrigo? |
| | 107 | Find out why the father works in a store. | Averigua por qué el padre trabaja en una tienda. |
| wide | 57 | That river is wider. | Ese río es más ancho. |
| wind | 62 | The wind is blowing. | Hace viento. |
| window | 12 | I am next to the window. | Estoy a la par de la ventana. |
| windy | 62 | It's a windy day. | Es un día ventoso. |
| Wink | 2 | Her name is Wink. | Se llama Wink. |
| winter | 46 | We need heavy clothes in winter. | Necesitamos ropa abrigada en invierno. |
| | 46 | Some of them are winter clothes. | Alguna es ropa de invierno. |
| with | 21 | He plays with it. | Juega con él. |
| | 81 | The apples belong in the group with the trees. | Las manzanas pertenecen al grupo de los árboles. |
| | 82 | Some people with boats catch fish. | Alguna gente con botes pesca. |
| | 93 | What work do you do with other people? | ¿Qué trabajo haces con otra gente? |
| without | 82 | Some people without boats catch fish. | Alguna gente sin botes pesca. |
| wood | 49 | It's made of wood. | Es de madera. |
| wooden | 49 | It's a wooden house. | Es una casa de madera. |
| wore | 64 | She wore roller skates. | Ella usó patines de ruedas. |
| work | 32 | She's working. | Está trabajando. |
| | 93 | What work do you do with other people? | ¿Qué trabajo haces con otra gente? |
| would | 113 | He would get hurt. | El podría herirse. |
| write | 7 | I want to write. | Quiero escribir. |
| wrote | 17 | He wrote a one. | El escribió un uno. |
| years | 4 | I am six years old. | Tengo seis años. |
| yellow | 28 | Those clothes are yellow. | Esa ropa es amarilla. |

| | | | |
|---|---|---|---|
| yes | 16 | Yes. He pasted. | Sí. El engomó. |
| | 22 | Yes, it is. (a set) | Sí es. (un conjunto) |
| yesterday | 63 | Was it sunny yesterday? | ¿Hacía sol ayer? |
| you | 2 | What grade are you in? | ¿En qué grado estás? |
| | 33 | What are you doing? (singular) | ¿Qué estás haciendo? |
| | 36 | What are you doing? (plural) | ¿Qué están haciendo Uds.? |
| | 91 | What do you do with a snow-shovel? | ¿Qué haces con una pala? |
| young | 98 | He's too young to work with them. | El es muy joven para trabajar con ellos. |
| your | 1 | What's your name? | ¿Cómo te llamas? |
| yours | 53 | Yours is closer. | El tuyo está más cerca. |
| yourself | 92 | Did you pick up the blocks by yourself or did Ray help you? | ¿Recogiste los bloques tú solo o te ayudó Ray? |
| yourselves | 93 | What jobs do you do by yourselves? | ¿Qué trabajos hacen Uds. solos? |
| zero | 43 | It has zero children. | Tiene cero niños. |

# ART SUPPLEMENT

Blink

Wink

Wink and Blink are camel puppets. Wink is a girl and Blink is a boy. They may be hand-sewn or machine stitched. Some of the pieces, such as the eyes and eyelids, may be glued on. Both puppets can be made from the same pattern. To differentiate them, Blink, the boy puppet, has a collar and bow tie. Wink, the girl puppet, has a ruffle around her neck and a bow on top of her head.

If you have sewn before, you may have scraps for which the patterns can be easily used. If you have not sewn at all, purchasing felt squares and using the pattern layout accompaning the pattern would be most convenient and economical.

Any combination of fabrics or colors may be used. The original puppets were made of scraps of camel hair wool and cotton. Other puppets were made completely of felt squares. Both materials worked equally well. Following is a list of materials that were used to make a puppet from scraps and a puppet from felt squares:

Materials Scraps

Head, ears, nose, jaw, eyelids----------heavy camel hair wool
Inner mouth, eyes----------medium-weight olive green cotton
Bow, pupil of eyes----------light-weight turquoise blue cotton
Collar----------white cotton muslin
Ruffle----------white cotton organdy

Felt Squares

Head, ears, nose, jaw, eyelids----------two squares of gold felt
Inner mouth, eyes----------one square of green felt
Bow, pupil of eye----------one square of orange felt
Collar and ruffle-=----------one square of white felt

Squares of felt may be purchased at a fabric store for about 15¢ each.

You will need at least three or four colors to make the puppet colorful.

HOW TO MAKE WINK AND BLINK

1. Read each pattern piece, cut out and lay on material. Pin pattern pieces in place on material and cut out.

2. Sew head pattern according to directions on the pattern.

3. Sew seams on ears. Turn right side out. Place at downward angle in slits (see picture) and sew in place.

4. Pin and sew dart in nose, right sides together; trim excess material; press seam open.

5. Sew jaw in place on head.

6. Sew inner and upper mouth together at seam line. Then sew seamed inner mouth to nose and jaw at seam line.

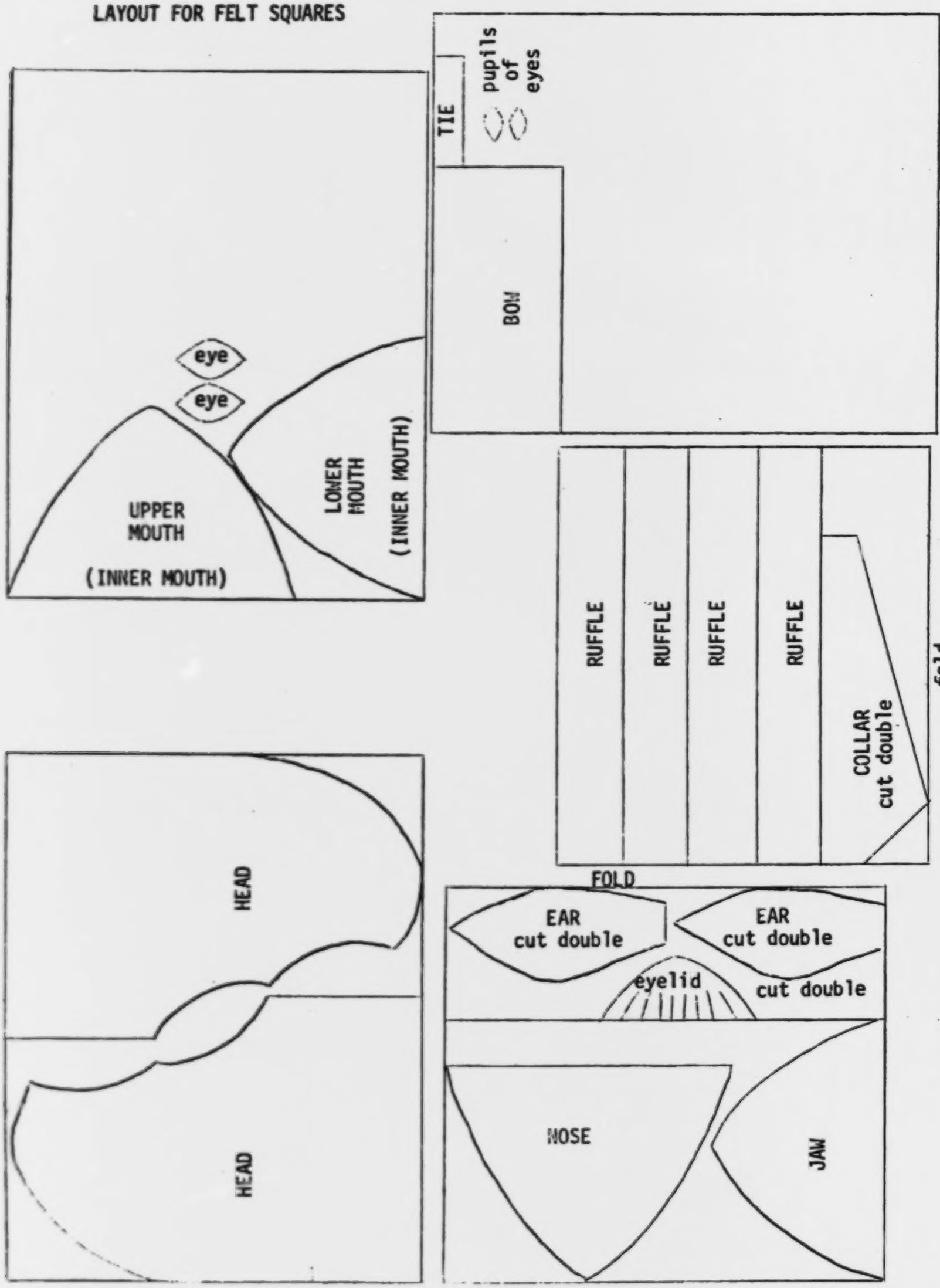
7. a.) Place eyes on head and stitch or glue in place. (Hint: place low and close to nose to give the heavy-lidded look of a camel.)
   b.) Place fringed eyelid above eye and stitch or glue in place.

8. Gather ruffle; adjust gathers to form even distribution. Stitch to neck.

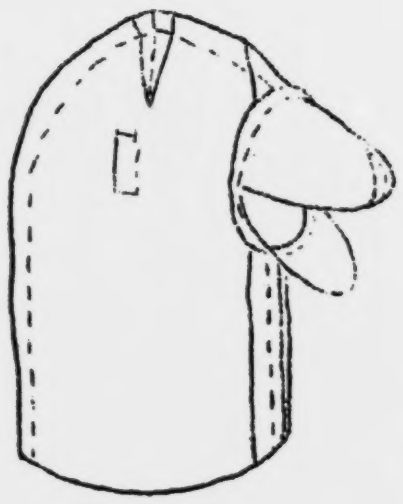
9. Place collar on neck, adjust, and stitch in place.

10. Fold bow slightly in center and secure with the center tie. Stitch center tie in place. Put bow on collar of Blink or head of Wink and stitch in place.

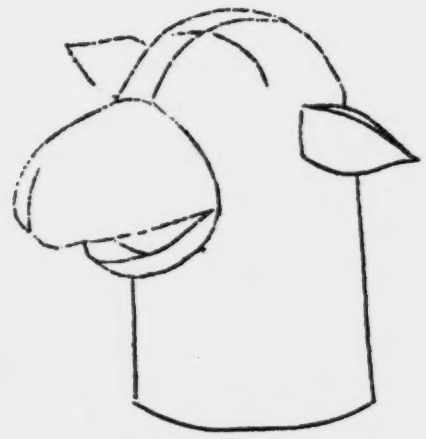
## LAYOUT FOR FELT SQUARES



STEPS 1-5



INSIDE OUT VIEW



RIGHT SIDE OUT VIEW

STEPS 6-7

INSIDE OUT VIEW

RIGHT SIDE OUT VIEW

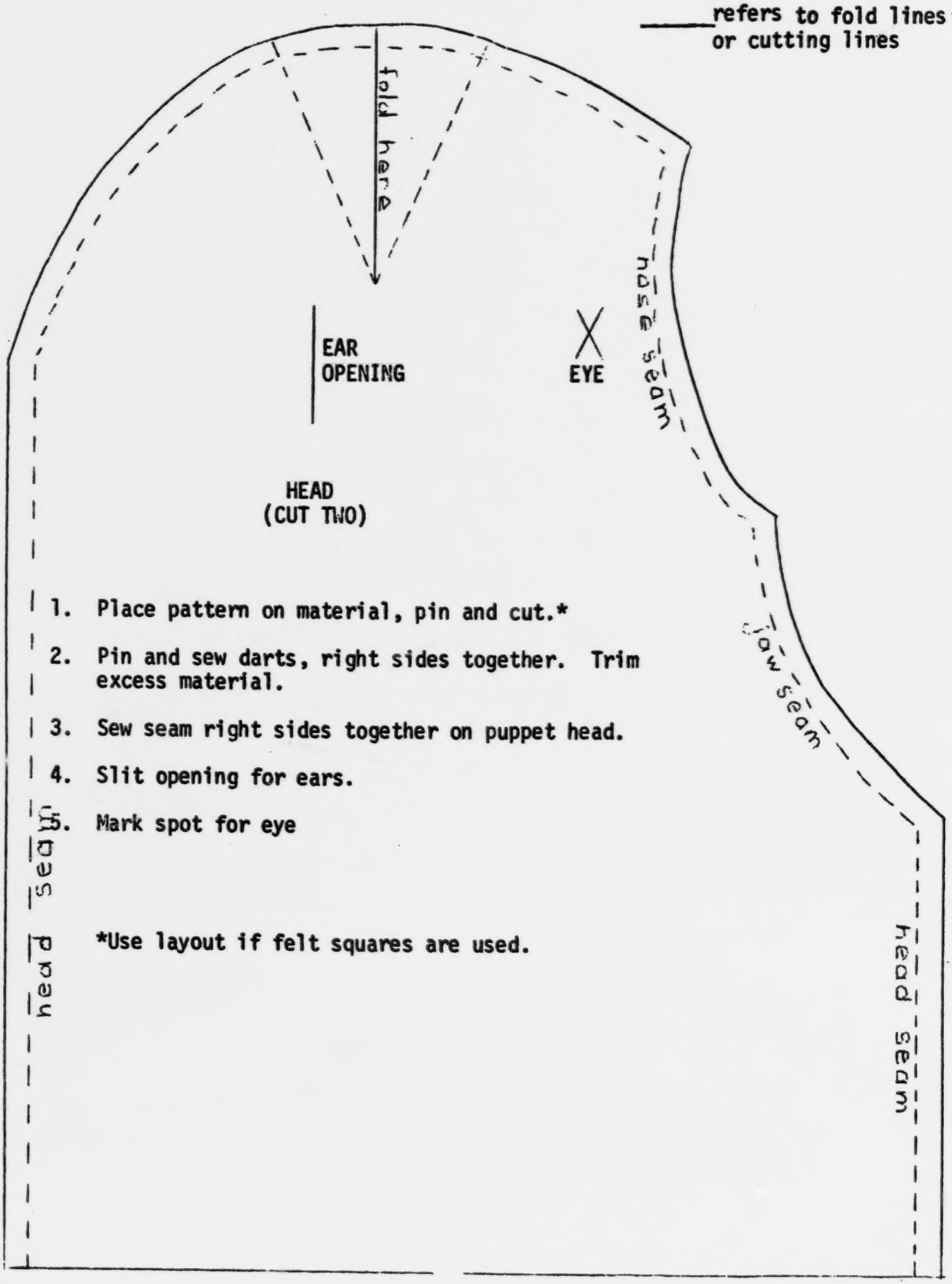
STEPS 8-10

FINISHED PUPPETS

READ PATTERN PIECES FOR HELPFUL SUGGESTIONS

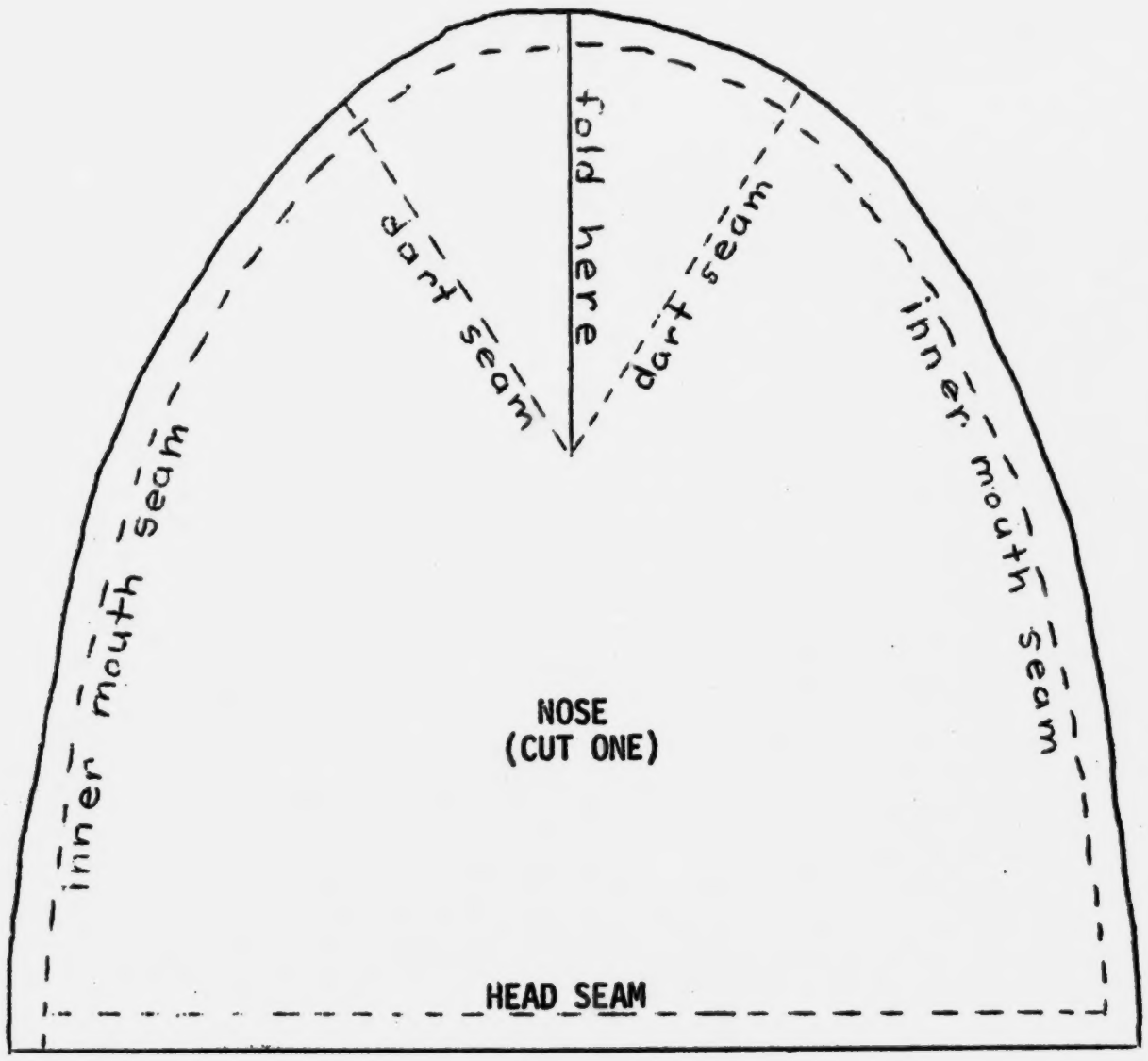
------refers to seam lines

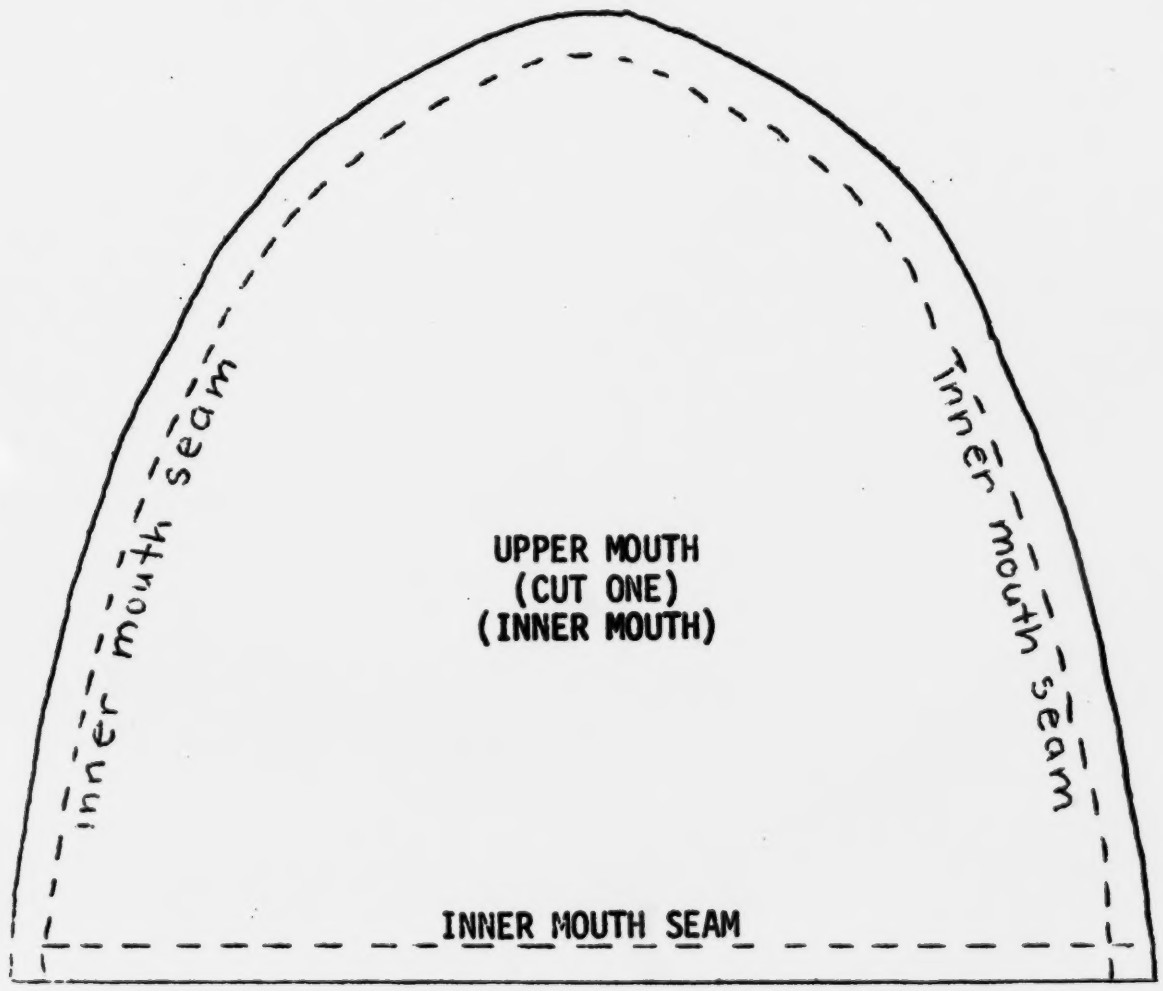
_____refers to fold lines or cutting lines

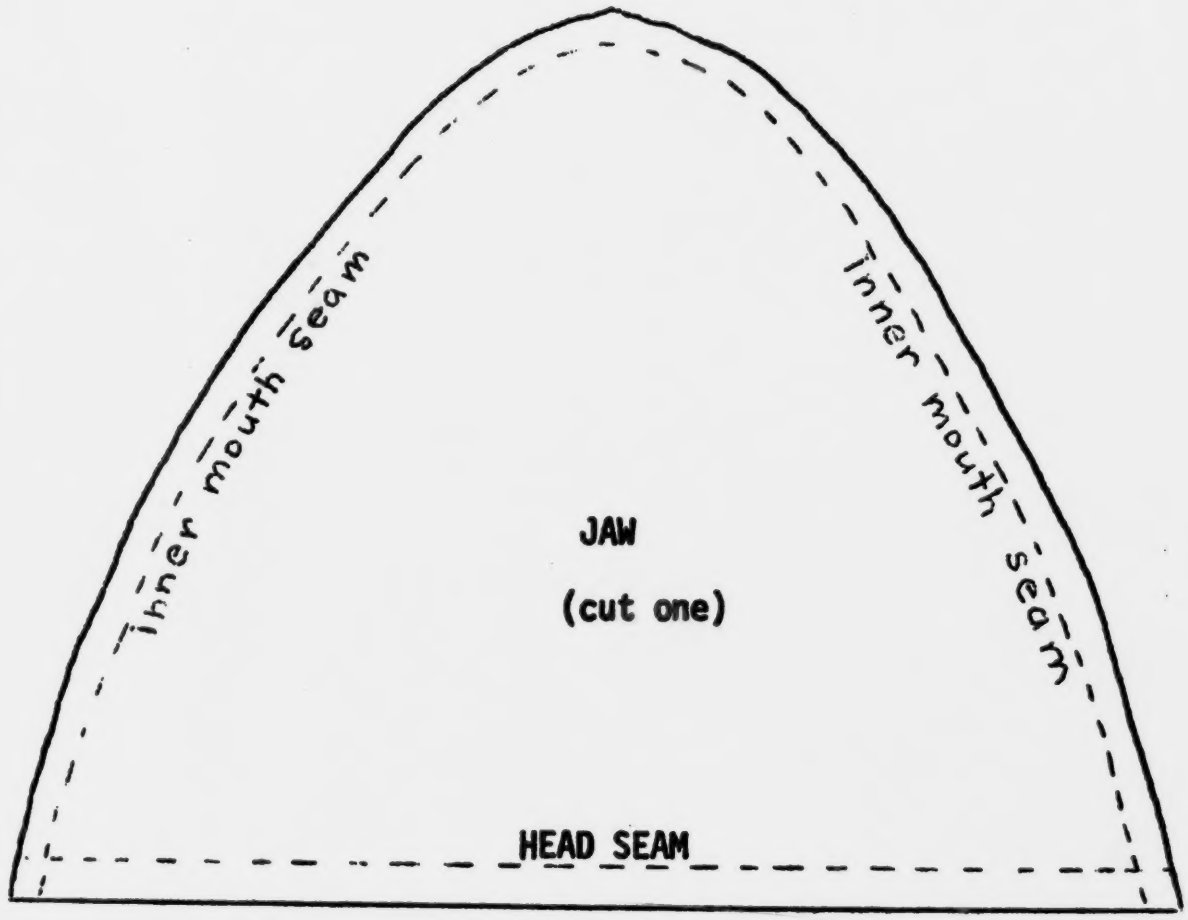


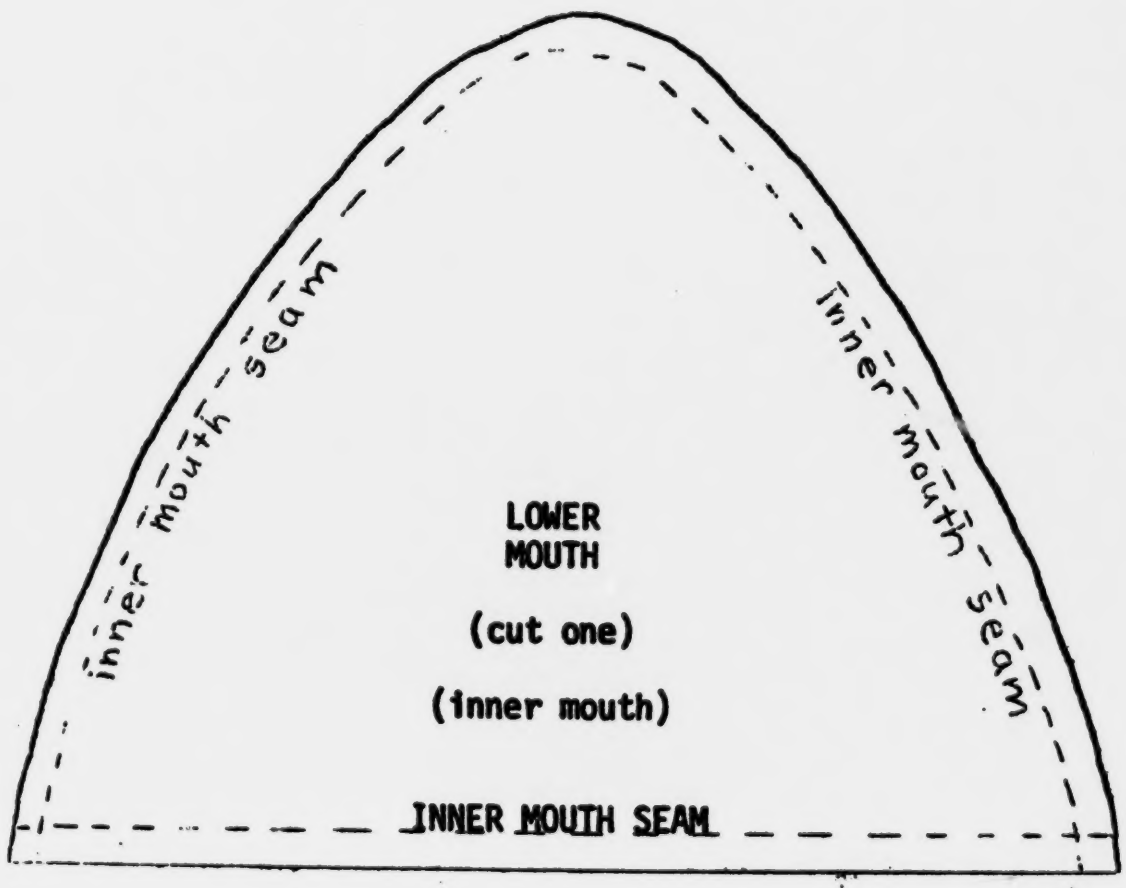

1. Place pattern on material, pin and cut.*
2. Pin and sew darts, right sides together. Trim excess material.
3. Sew seam right sides together on puppet head.
4. Slit opening for ears.
5. Mark spot for eye

*Use layout if felt squares are used.


fold here
dart seam
dart seam
inner mouth seam
inner mouth seam
NOSE
(CUT ONE)
HEAD SEAM


inner mouth seam
Inner mouth seam
UPPER MOUTH
(CUT ONE)
(INNER MOUTH)
INNER MOUTH SEAM


inner mouth seam
Inner mouth seam
JAW
(cut one)
HEAD SEAM


inner mouth seam
Inner mouth seam
LOWER
MOUTH
(cut one)
(inner mouth)
INNER MOUTH SEAM

WINK'S RUFFLE (cut four lengths)

BLINK'S COLLAR

(cut two)

BOW

FOR

WINK'S HAIR

OR

BLINK'S COLLAR

(cut two)

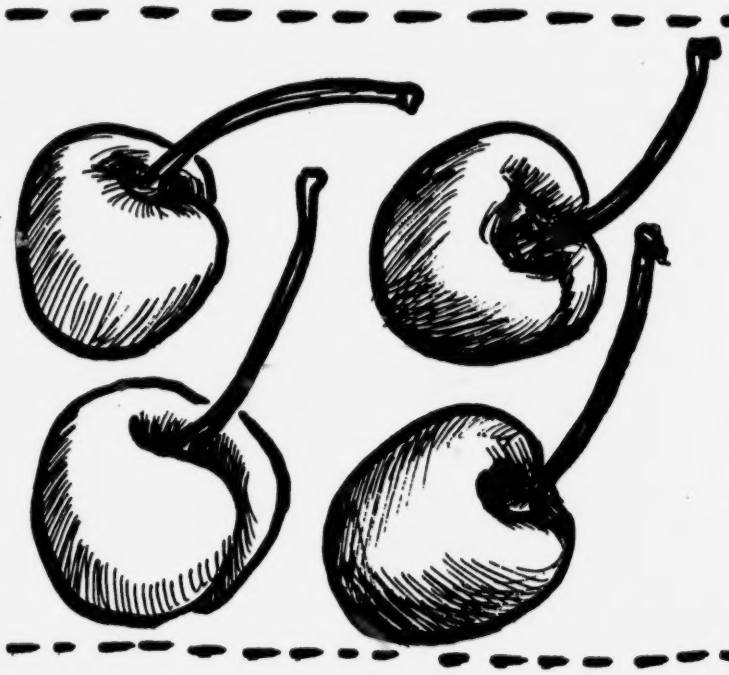
CENTER TIE FOR BOW
(cut two)

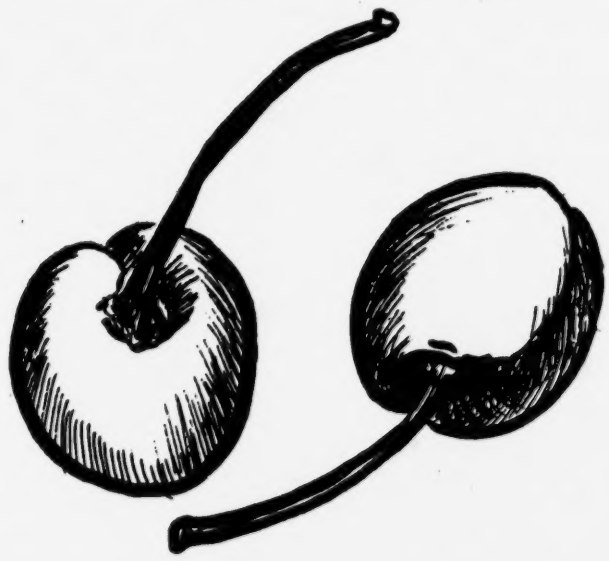
eyelid
(cut two)
fringe

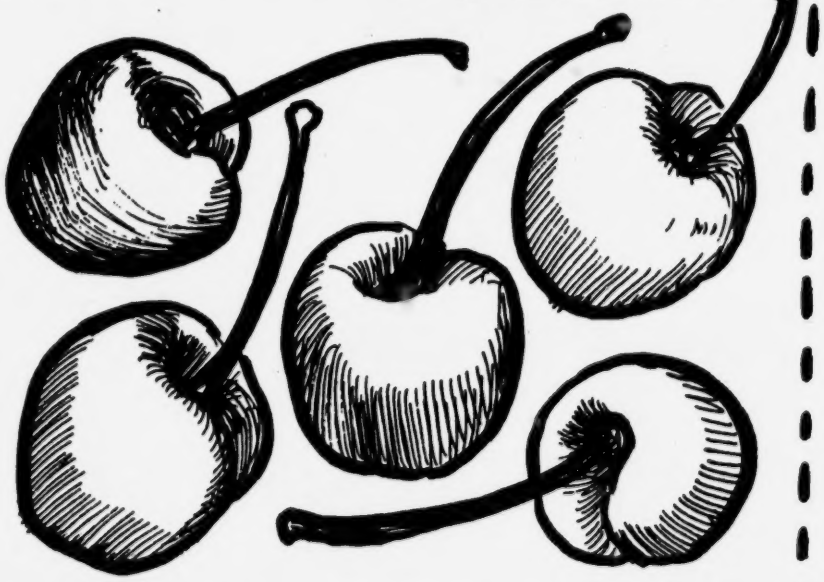
top
EYE
(cut two)

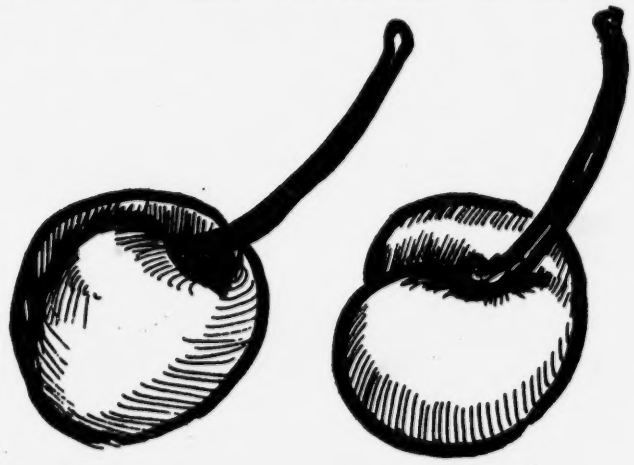
top
pupil of
eye
(cut two)

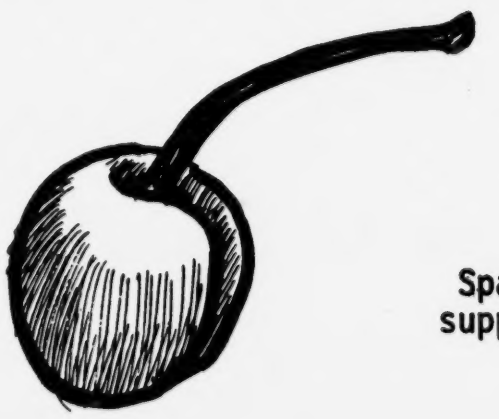
EAR
(cut two)

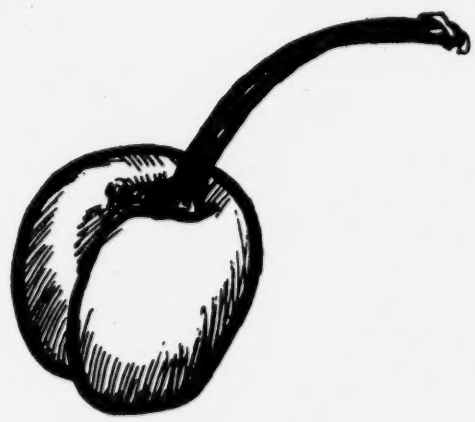




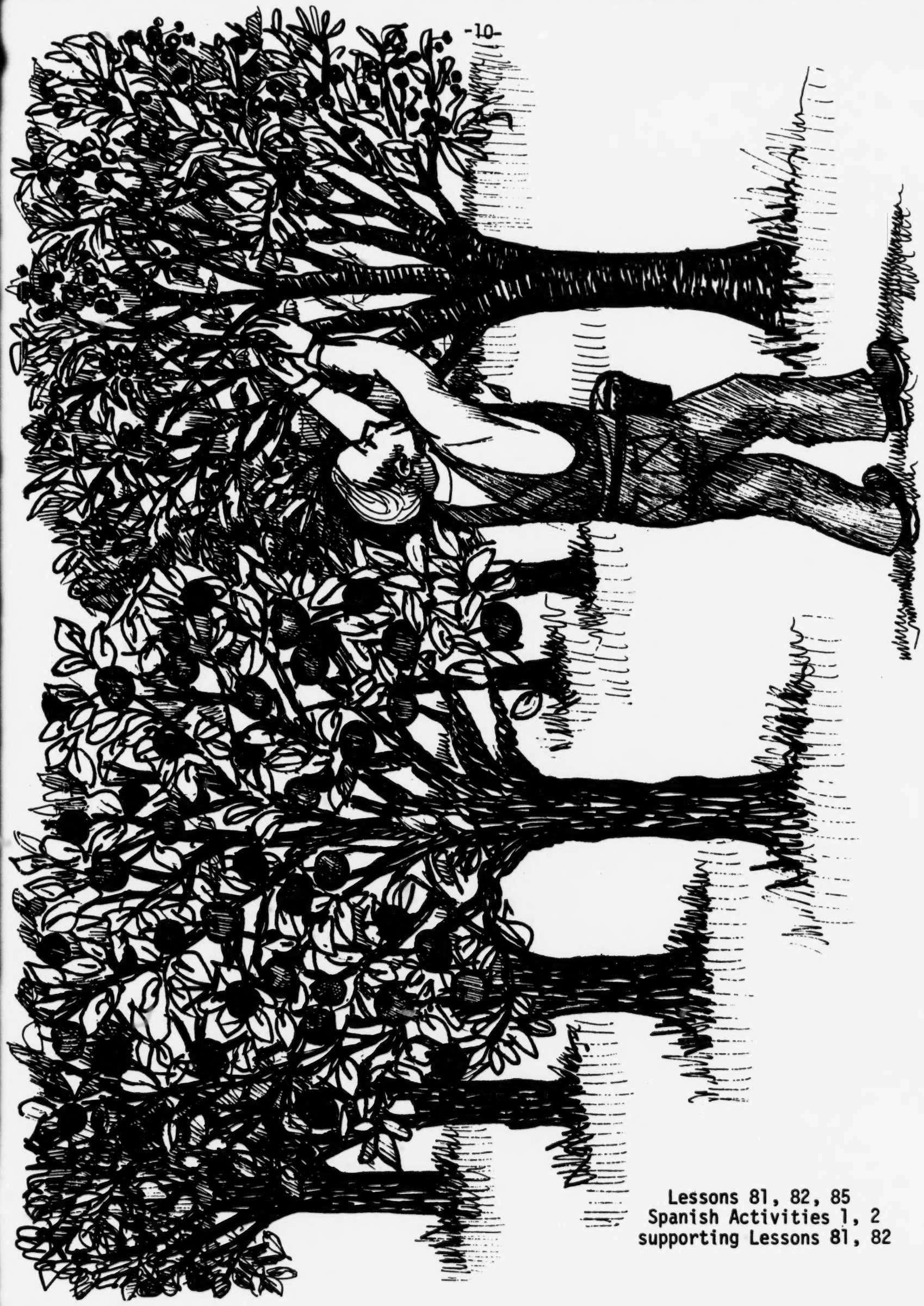








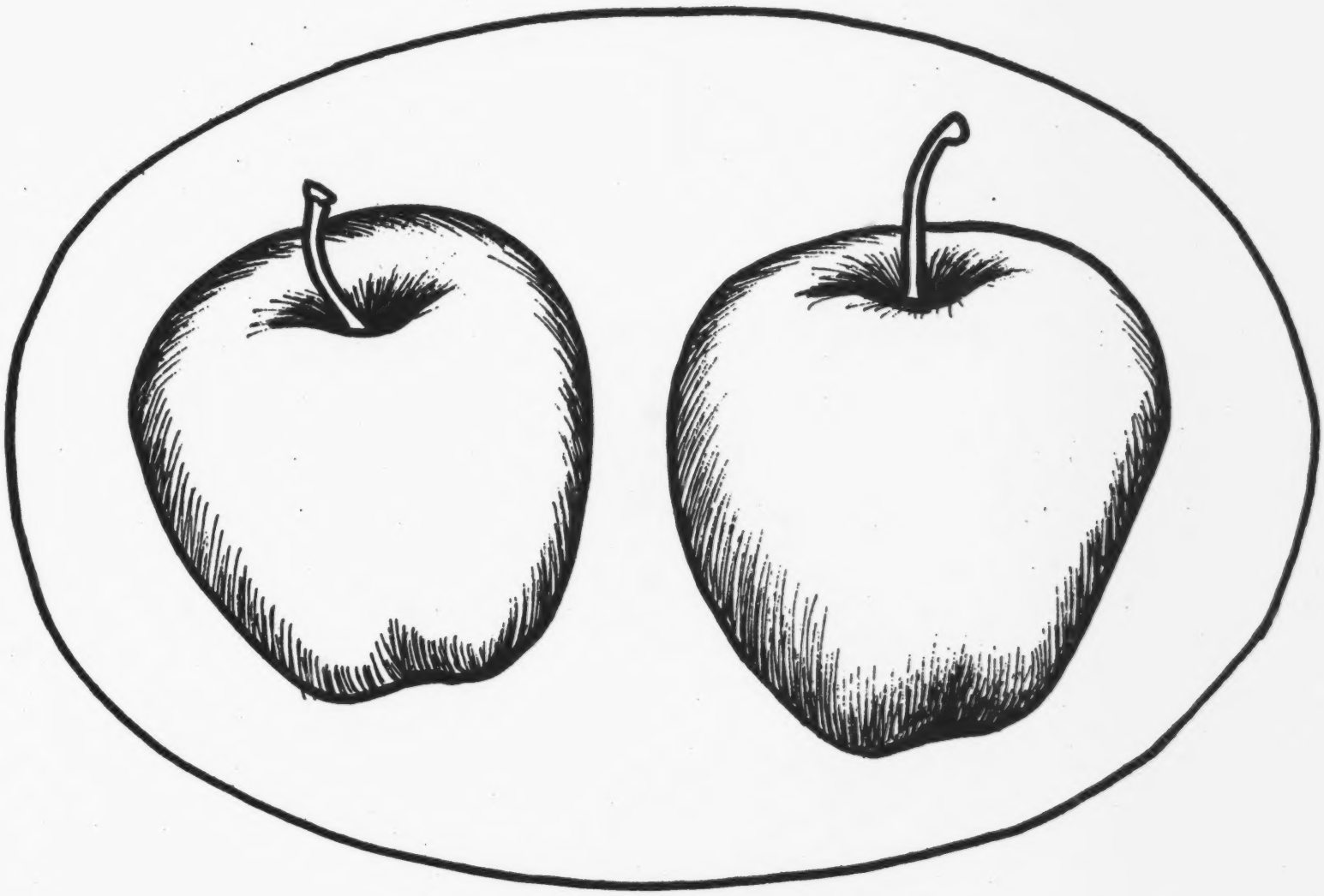
Spanish Activity 3
supporting Lesson 83



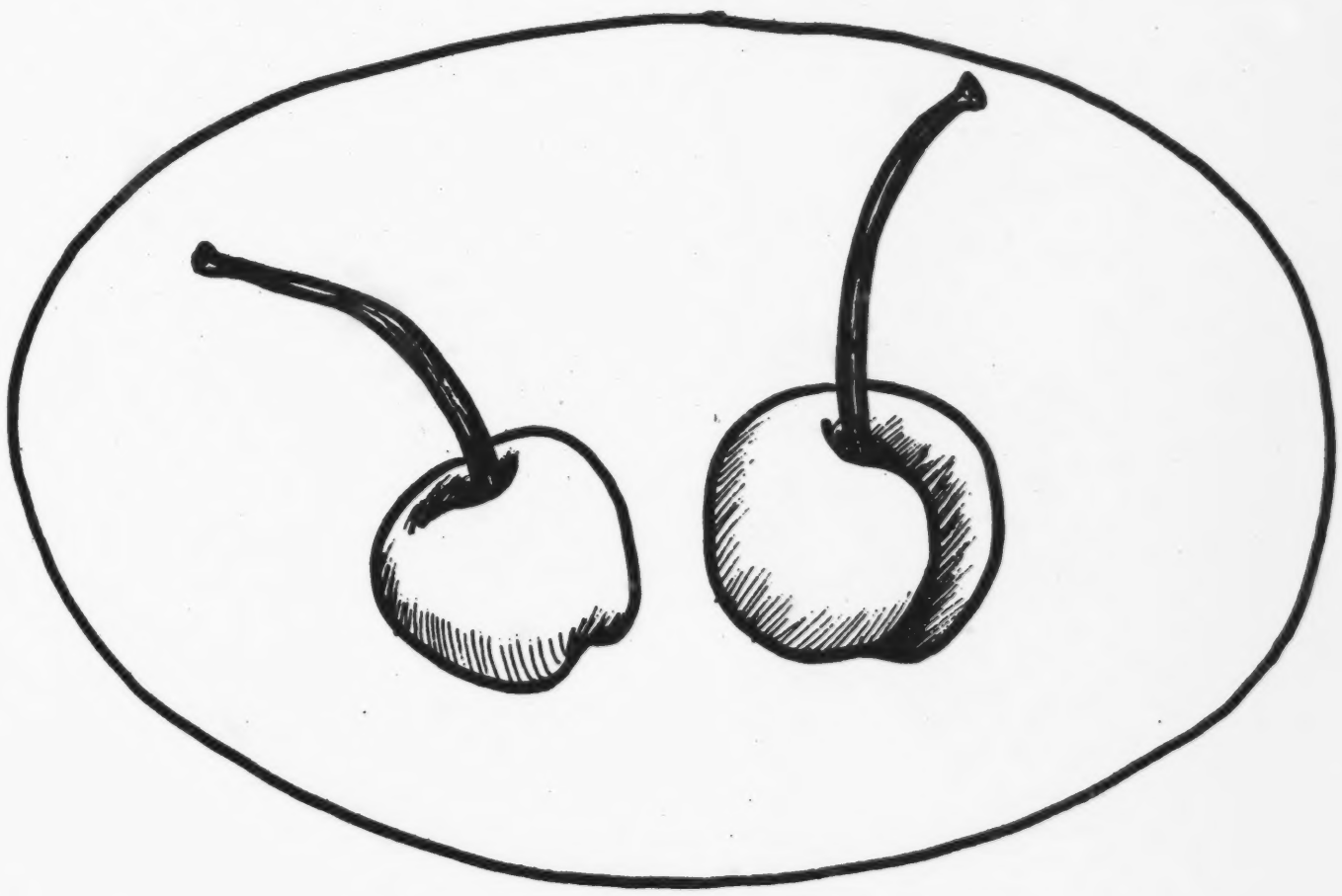
Lessons 81, 82, 85
Spanish Activities 1, 2
supporting Lessons 81, 82

Lessons 81, 82, 85
Spanish Activities 1, 2
supporting Lessons 81, 82

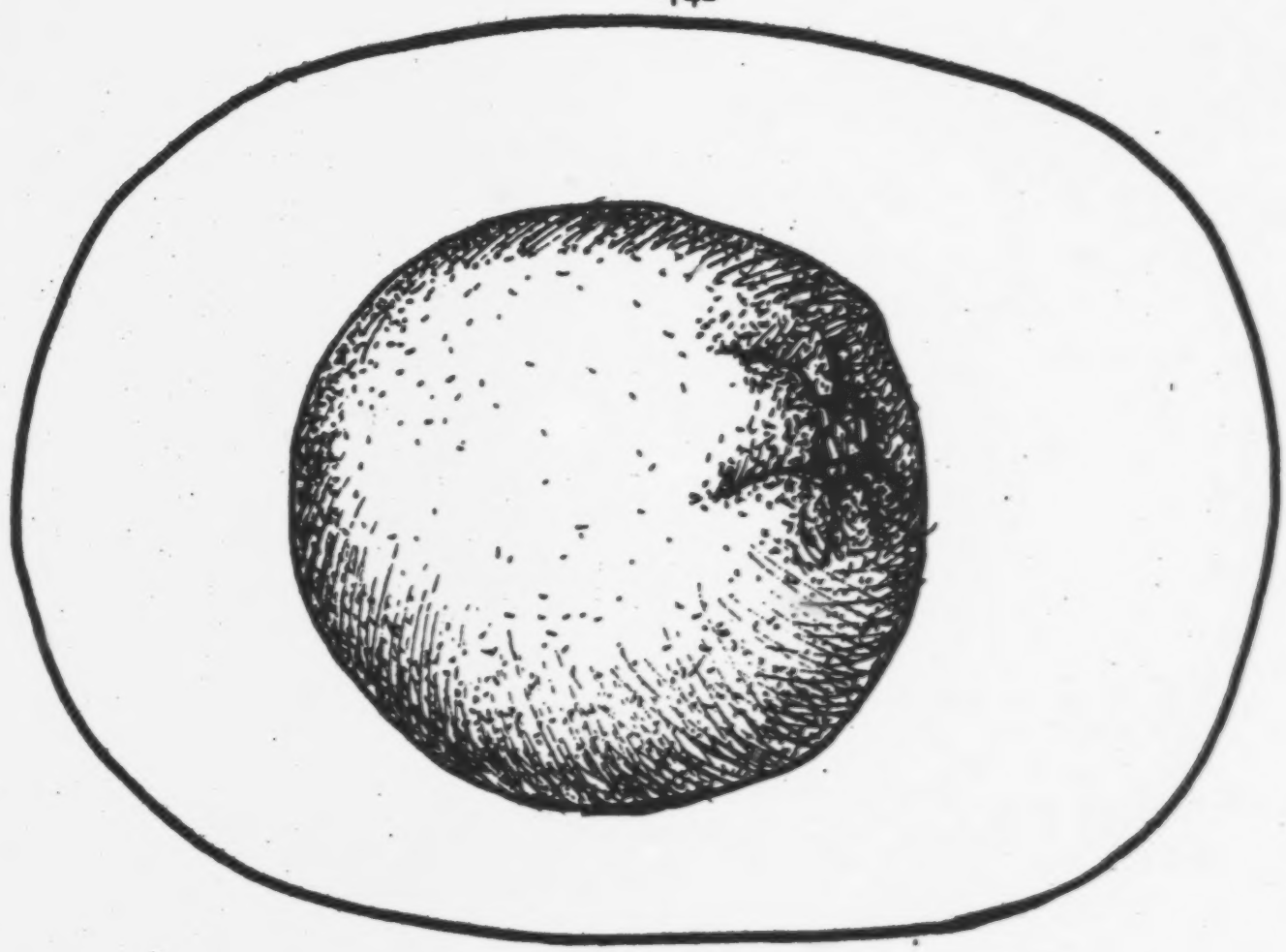
Lessons 81, 82, 85
Spanish Activities 1, 2
supporting Lessons 81, 82



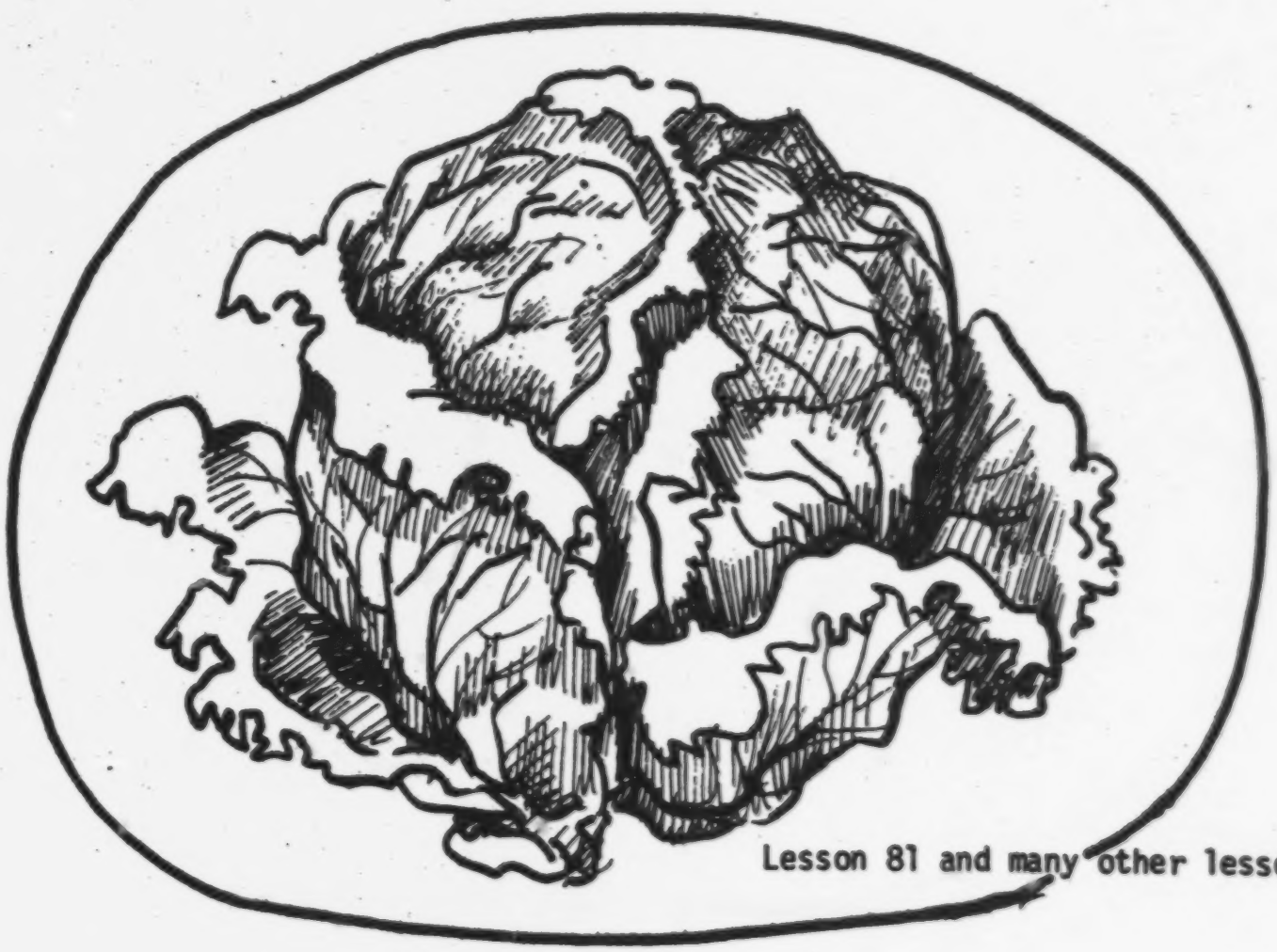
Lesson 81 and many other lessons



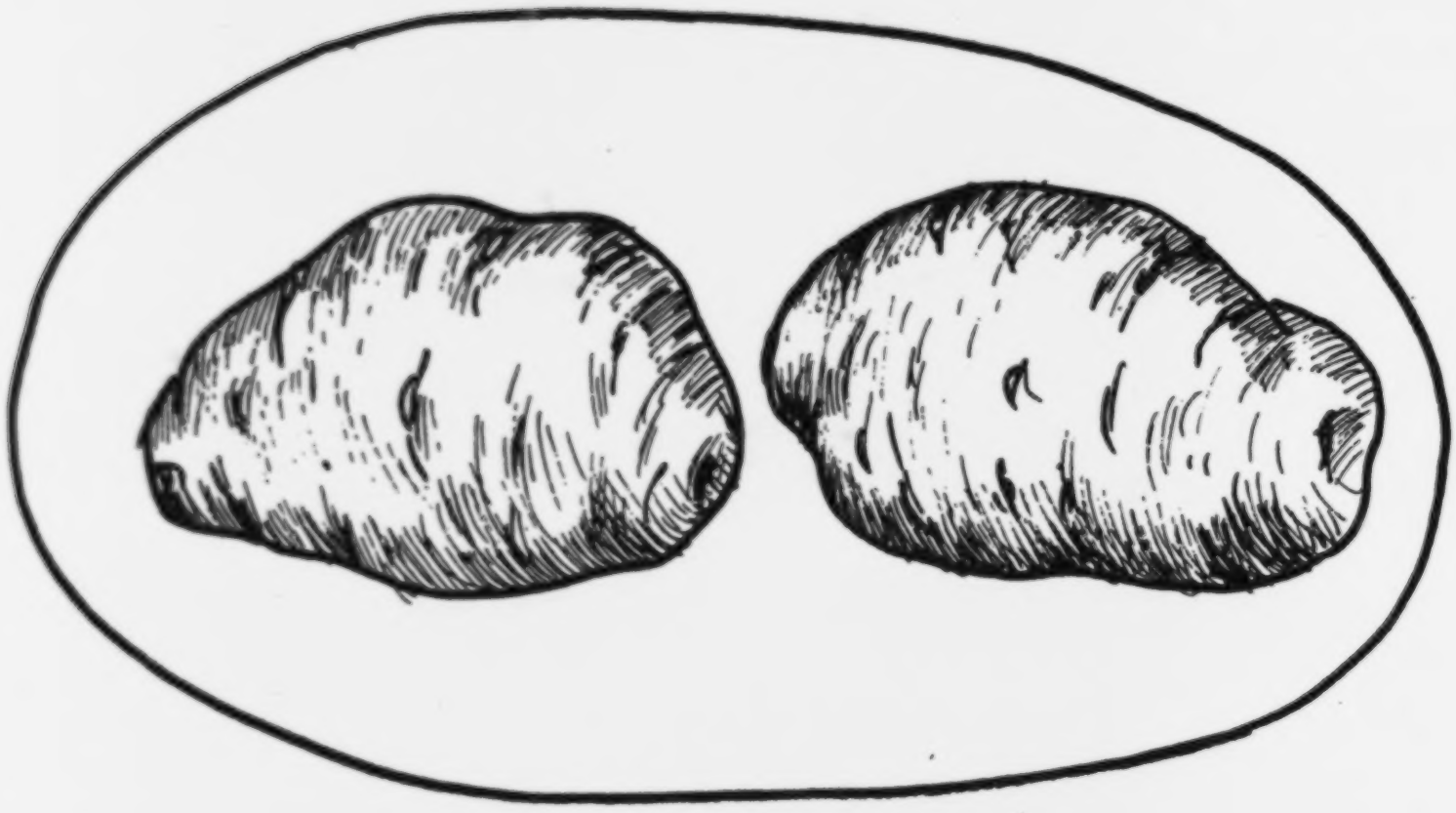
Lesson 81 and many other lessons



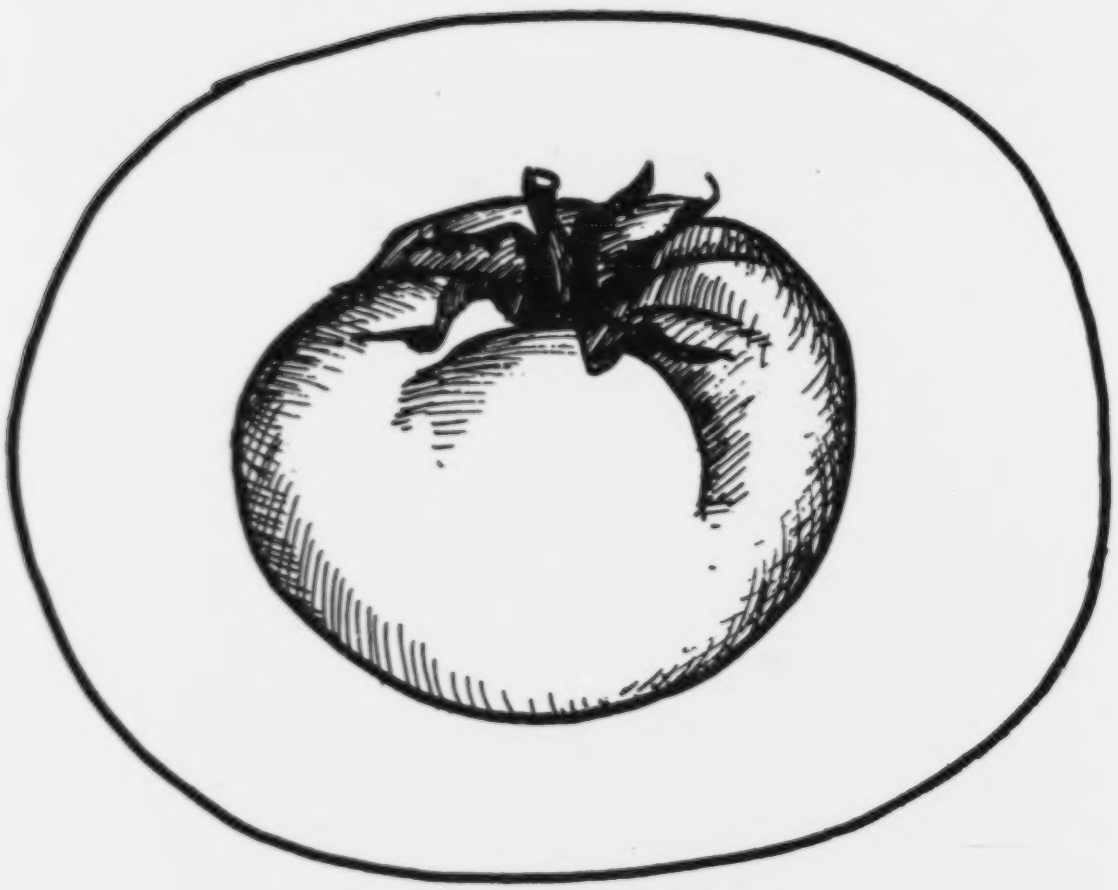
Lesson 81 and many other lessons



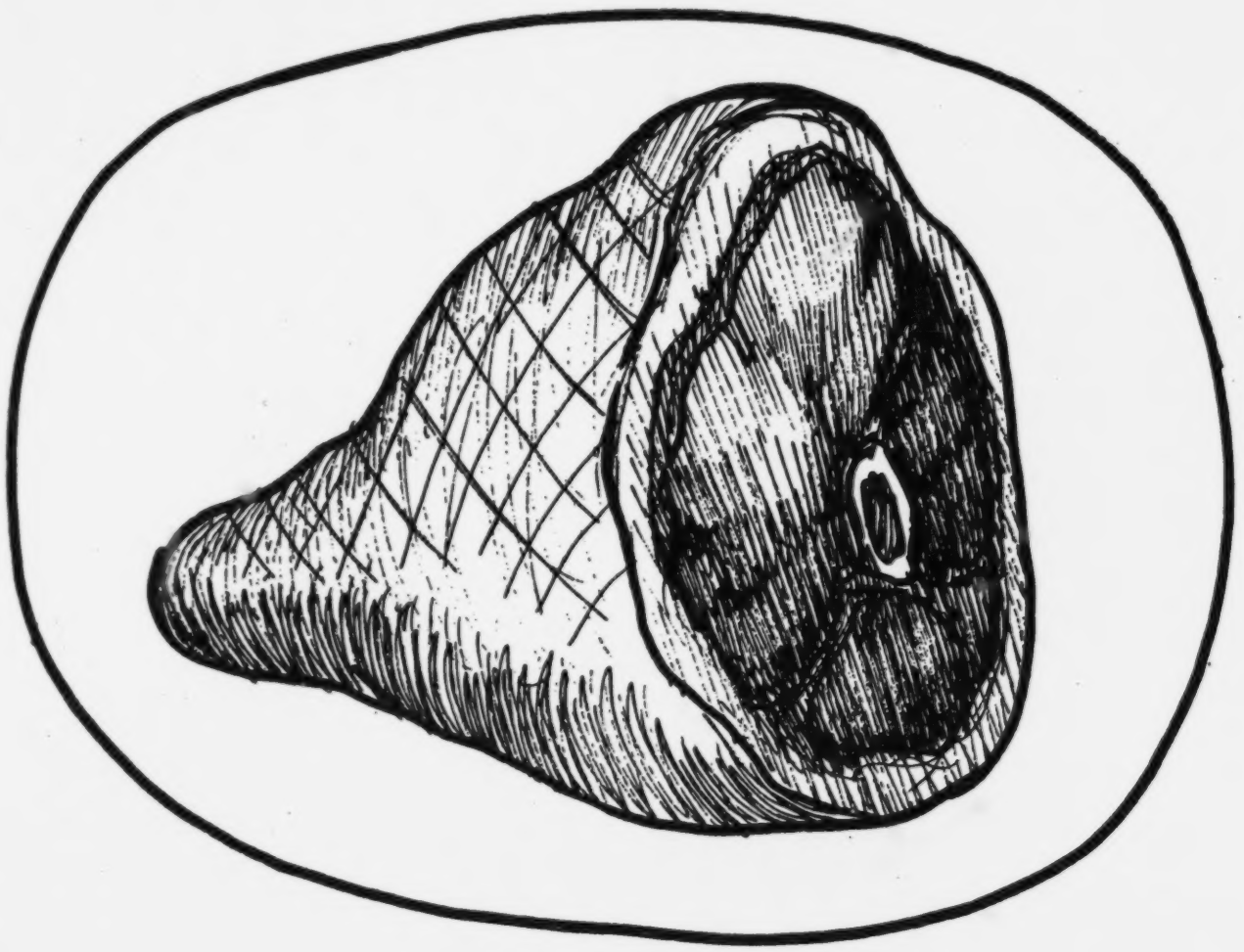
Lesson 81 and many other lessons



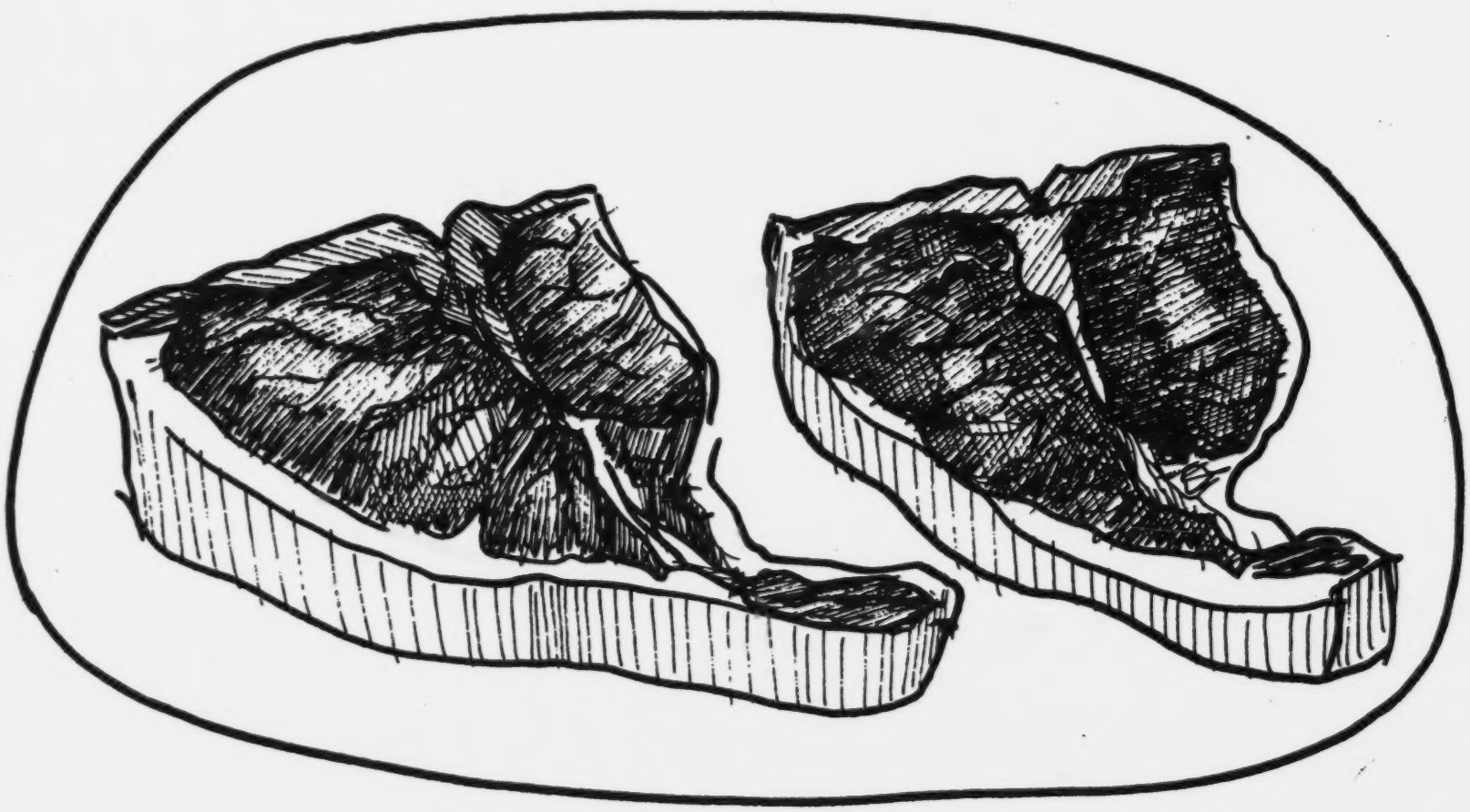
Lesson 81 and many other lessons



Lesson 81 and many other lessons

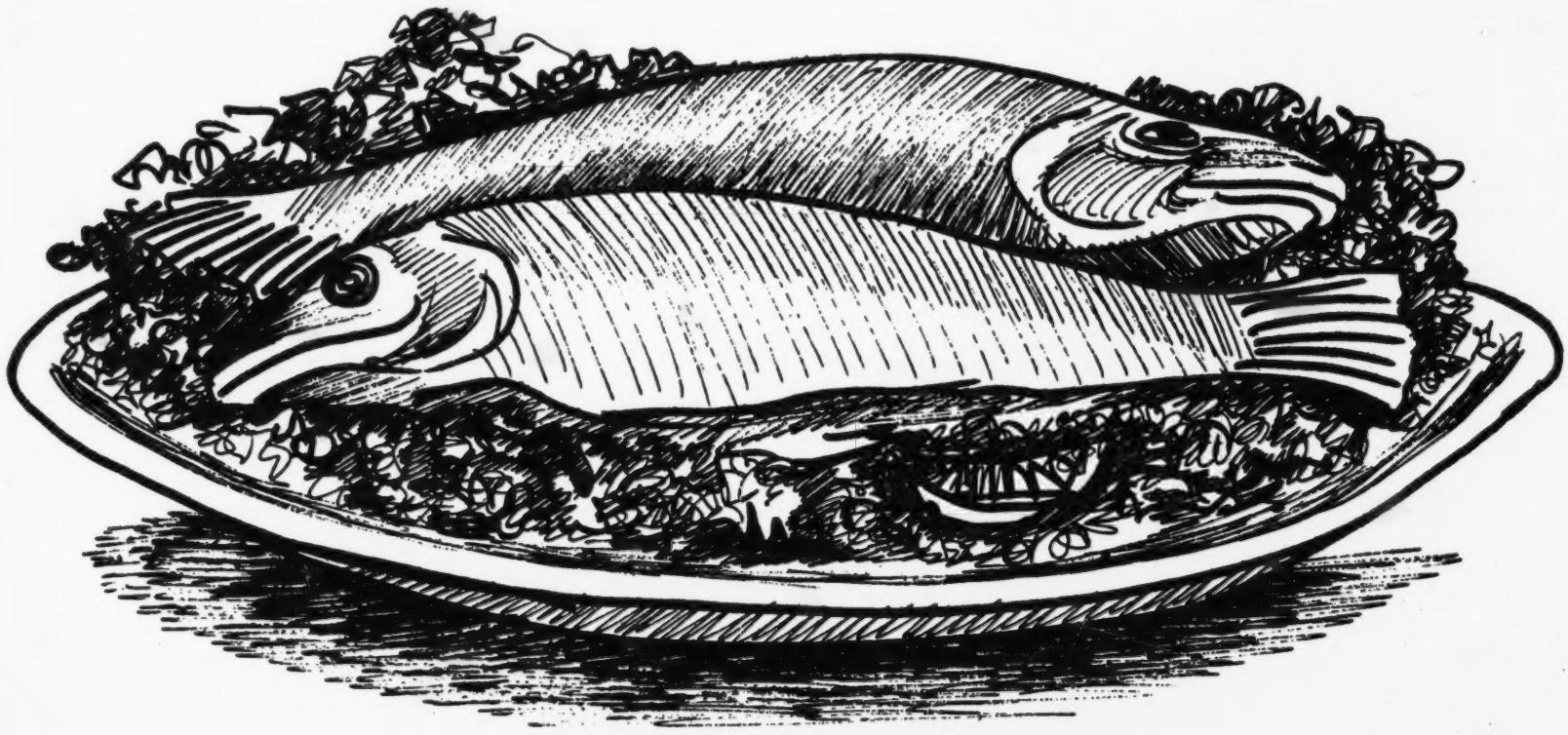


Lesson 81 and many other lessons

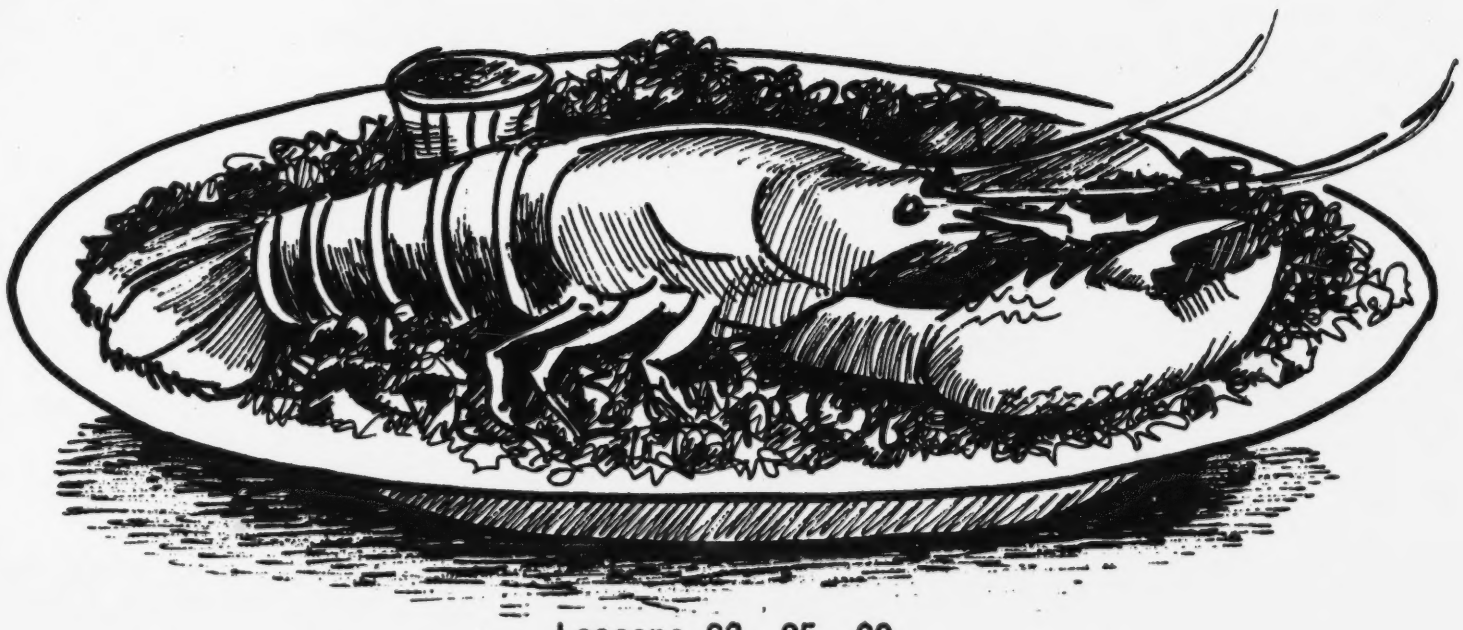


Lesson 81 and many other lessons

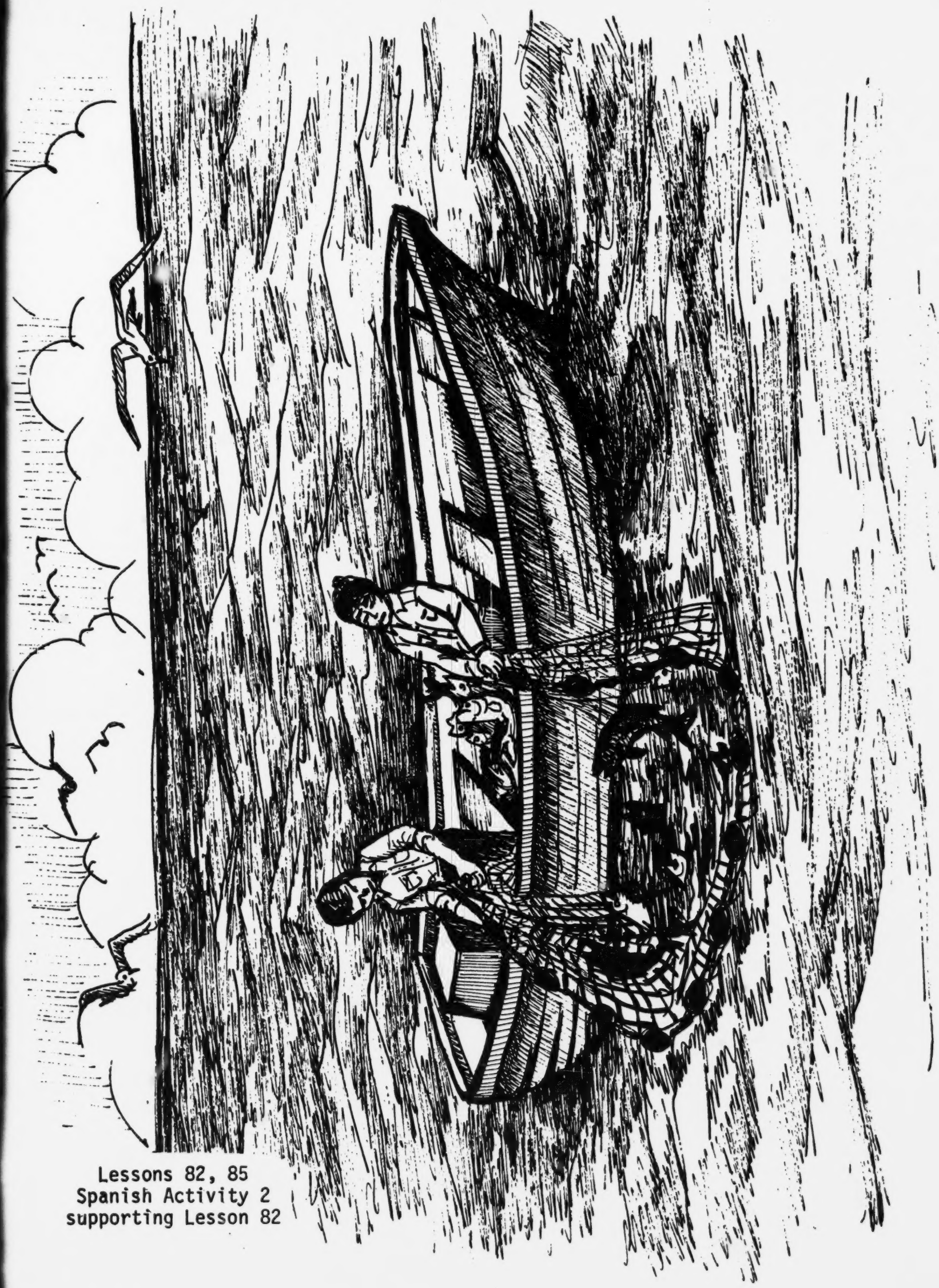
Lessons 82, 85



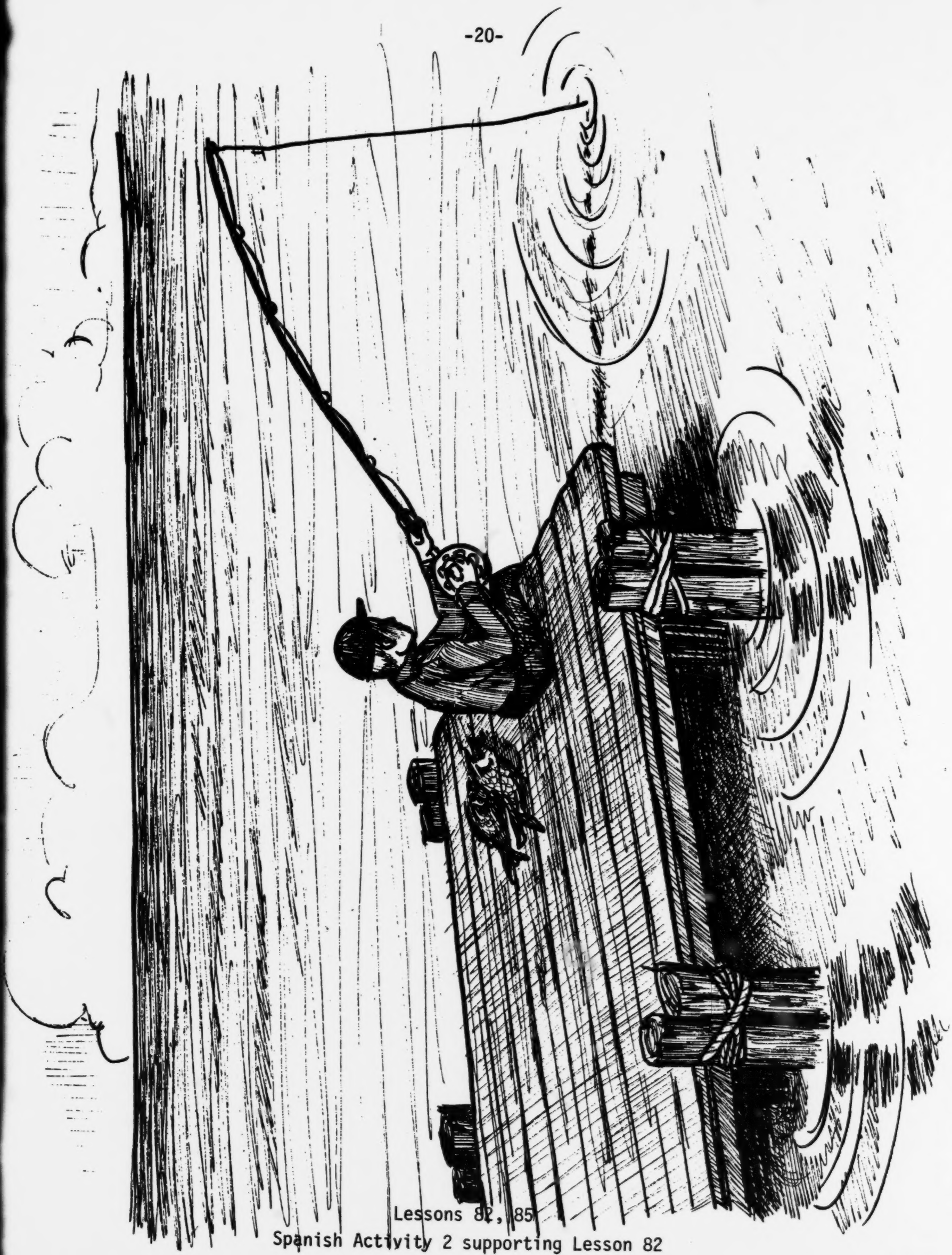
Lessons 82, 85, 90
Spanish Activity 2
supporting Lesson 82



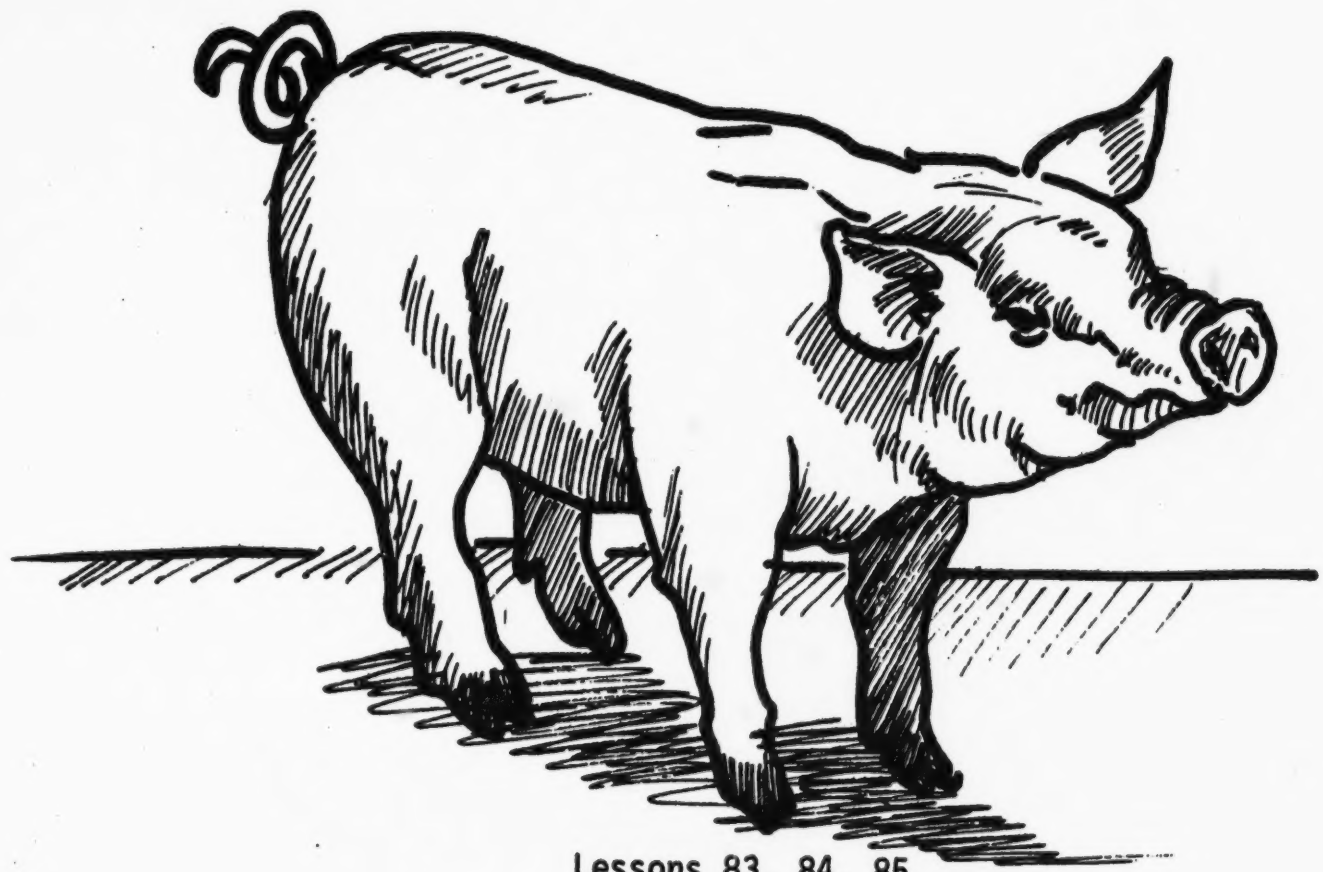
Lessons 82, 85, 90
Spanish Activity 2
supporting Lesson 82



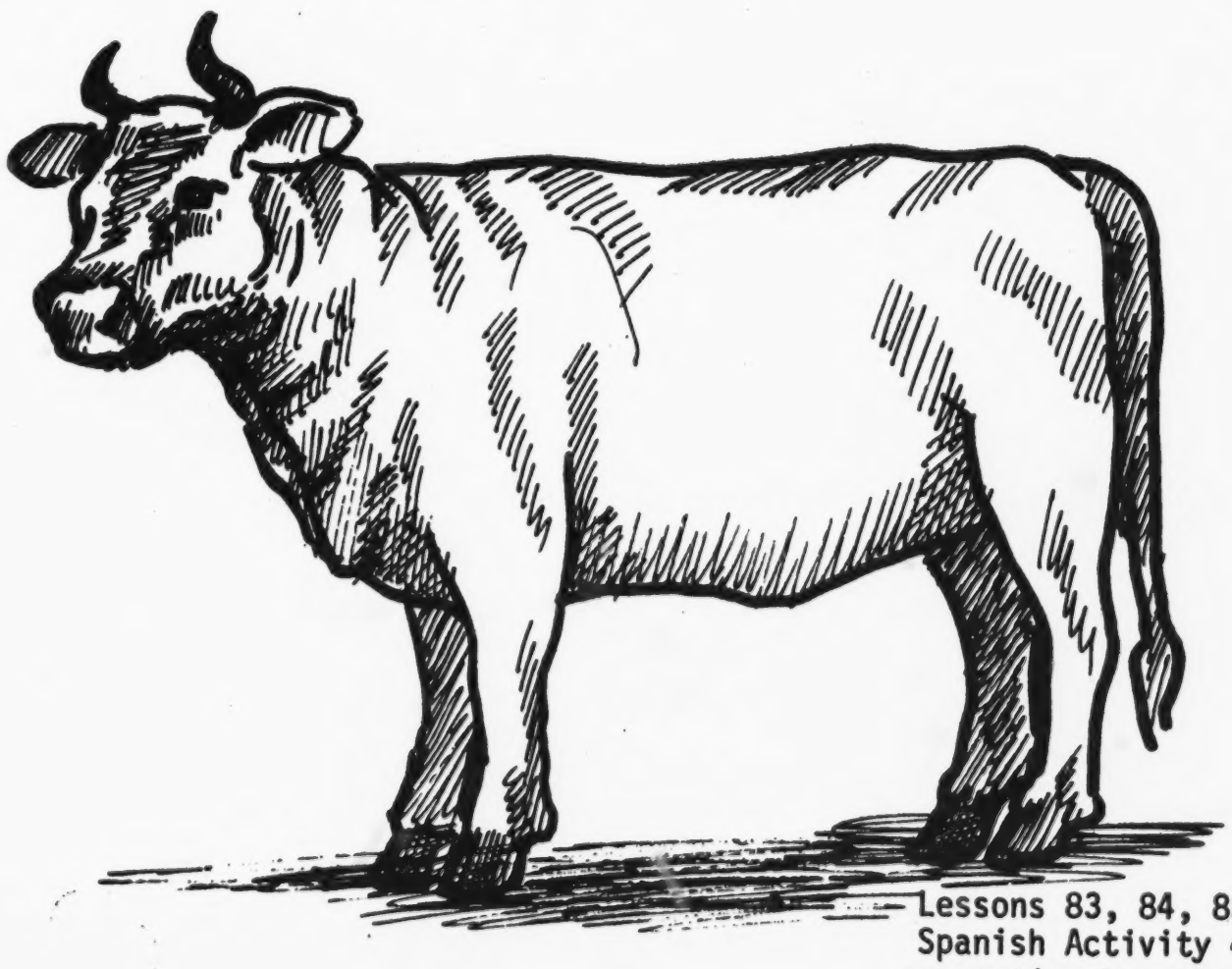
Lessons 82, 85
Spanish Activity 2
supporting Lesson 82



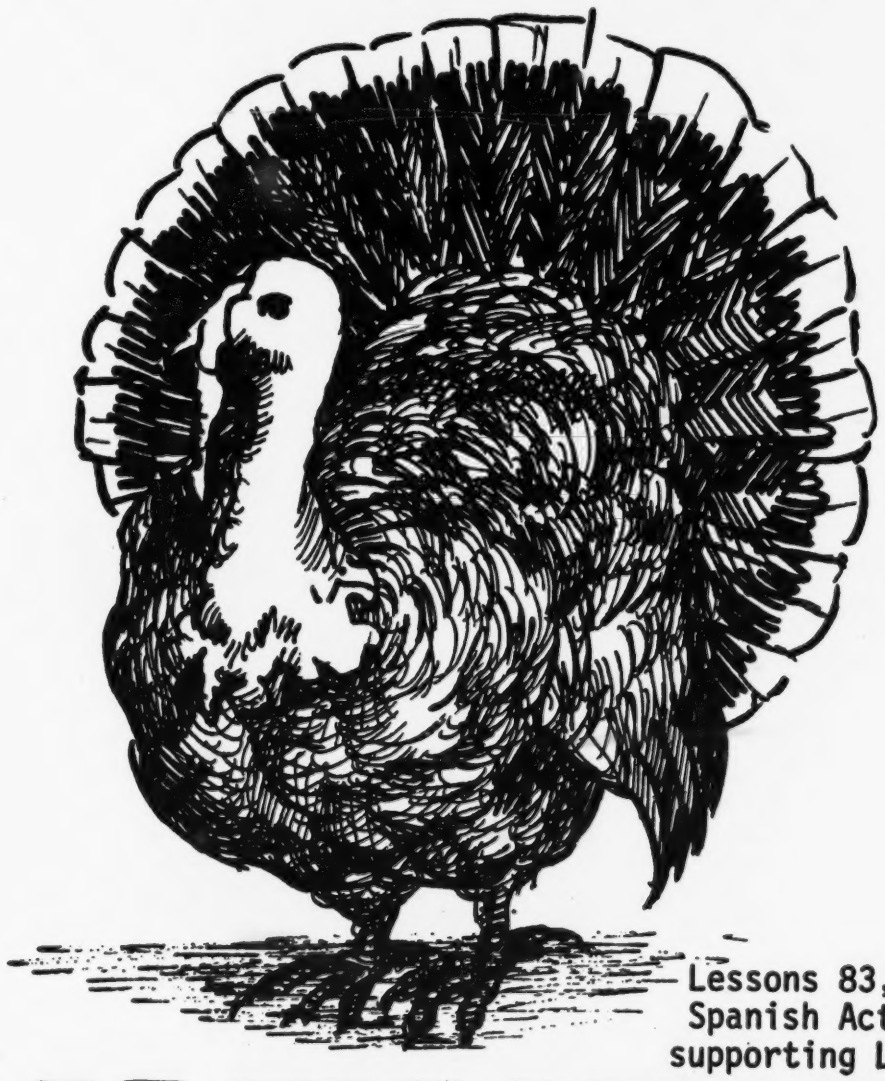
Lessons 82, 85
Spanish Activity 2 supporting Lesson 82



Lessons 83, 84, 85
Spanish Activity 4
supporting Lesson 84

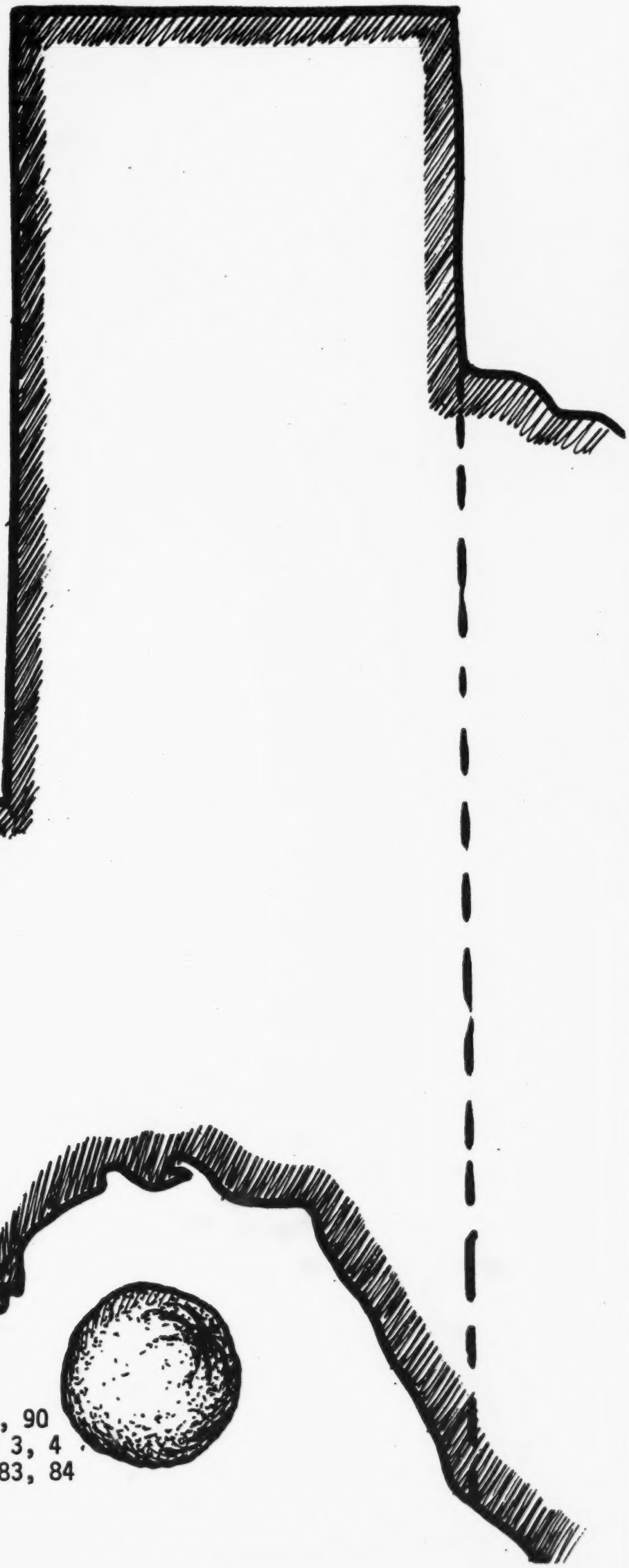


Lessons 83, 84, 85
Spanish Activity 4
supporting Lesson 84

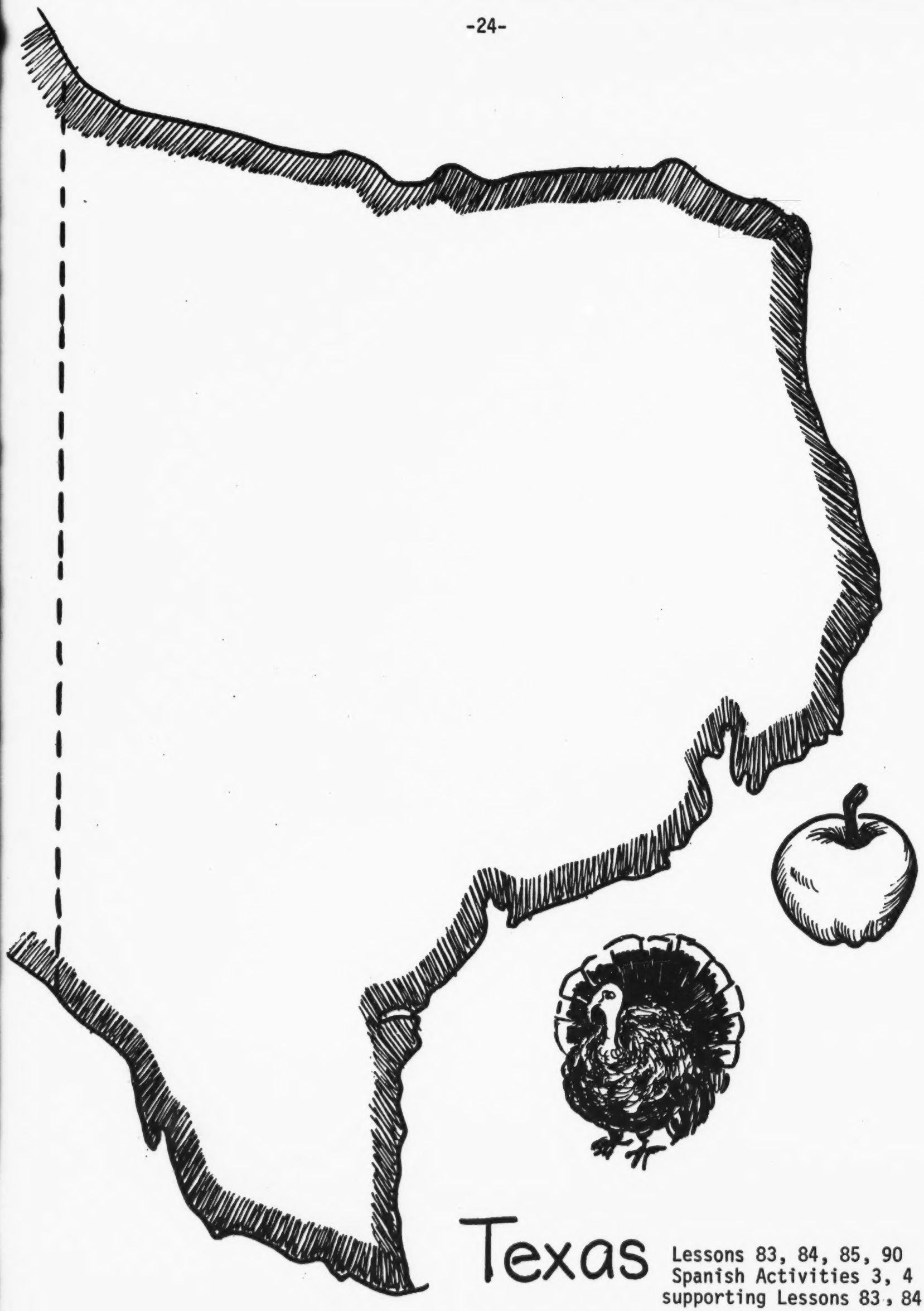


Lessons 83, 84, 85
Spanish Activity 4
supporting Lesson 84

Lessons 83, 85, 88, 90
Spanish Activity 3
supporting Lesson 88

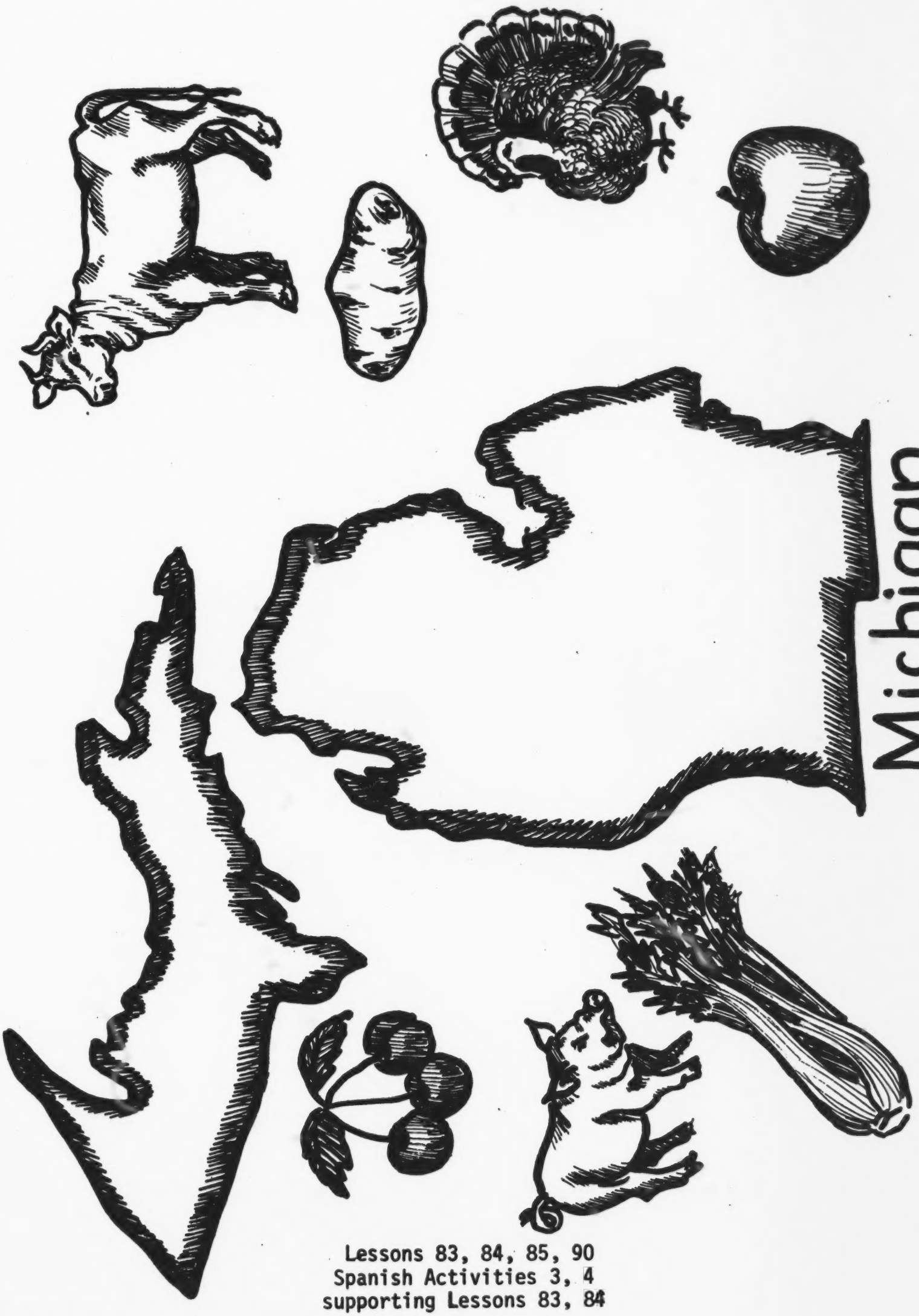


Lessons 83, 84, 85, 90
Spanish Activities 3, 4
supporting Lessons 83, 84



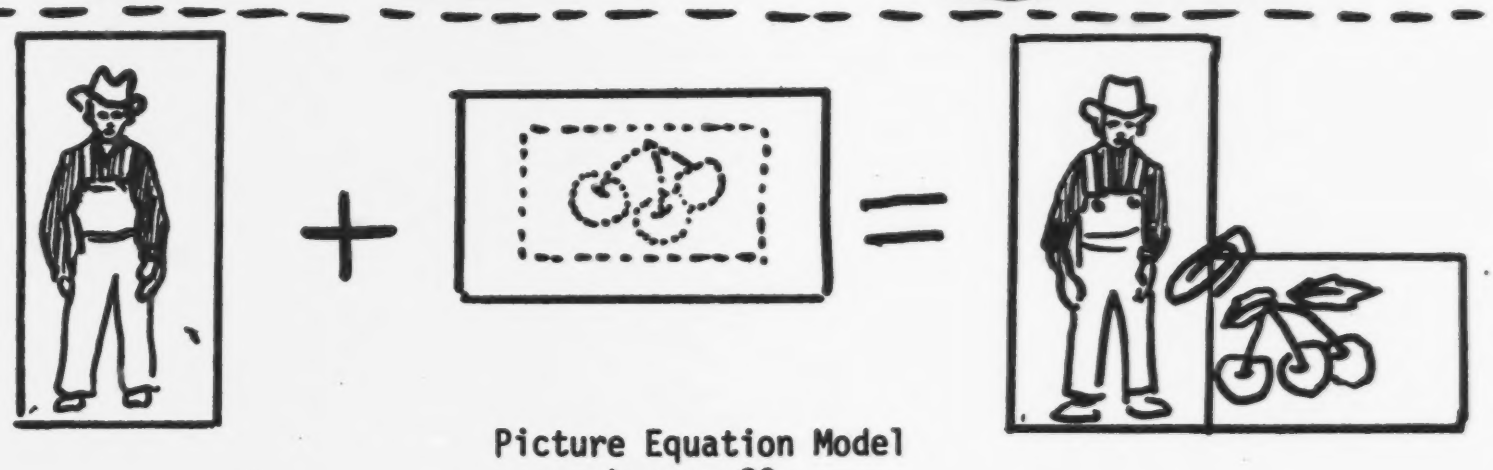
# Texas

Lessons 83, 84, 85, 90
Spanish Activities 3, 4
supporting Lessons 83, 84

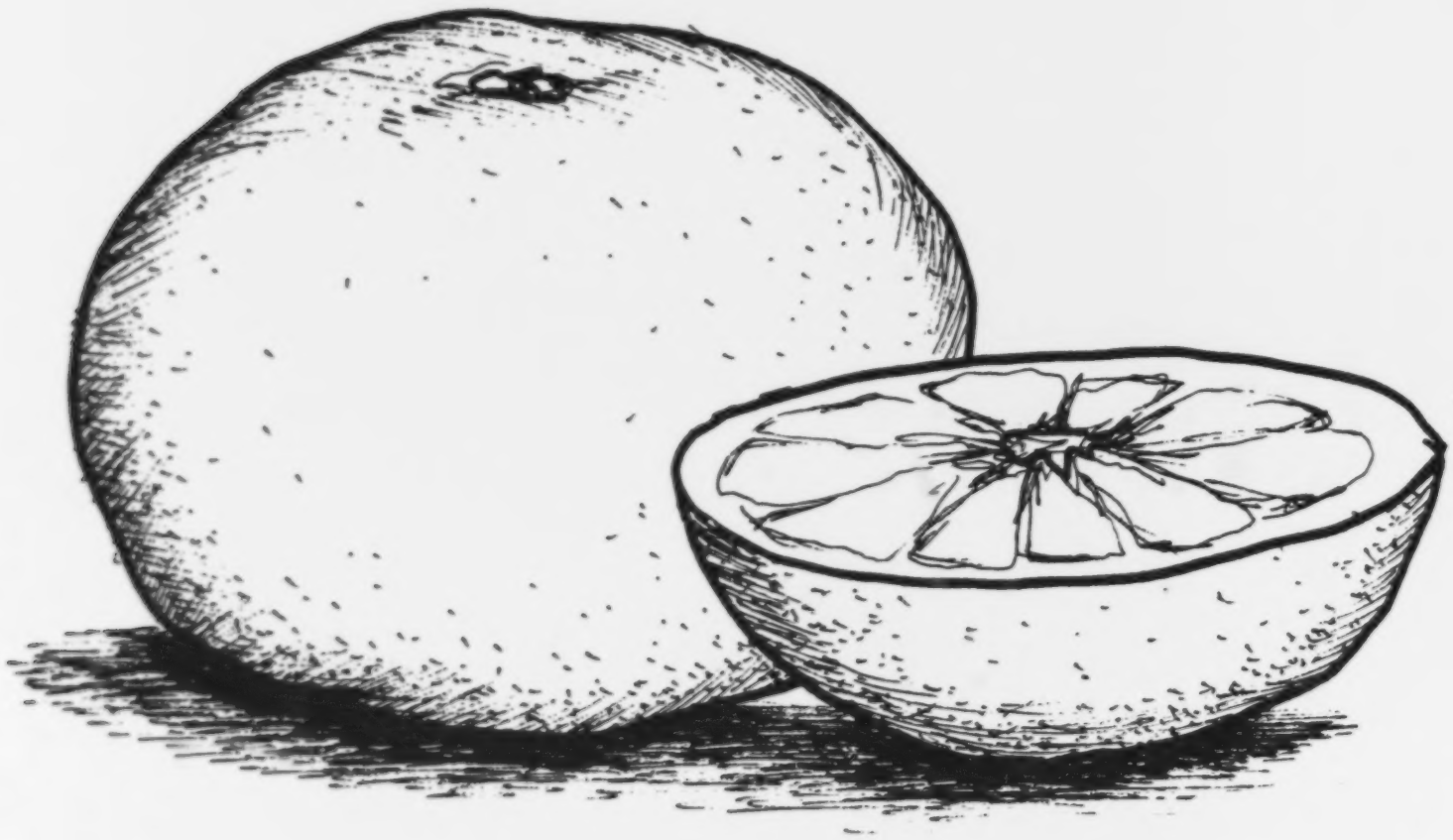



Lessons 83, 84, 85, 90
Spanish Activities 3, 4
supporting Lessons 83, 84

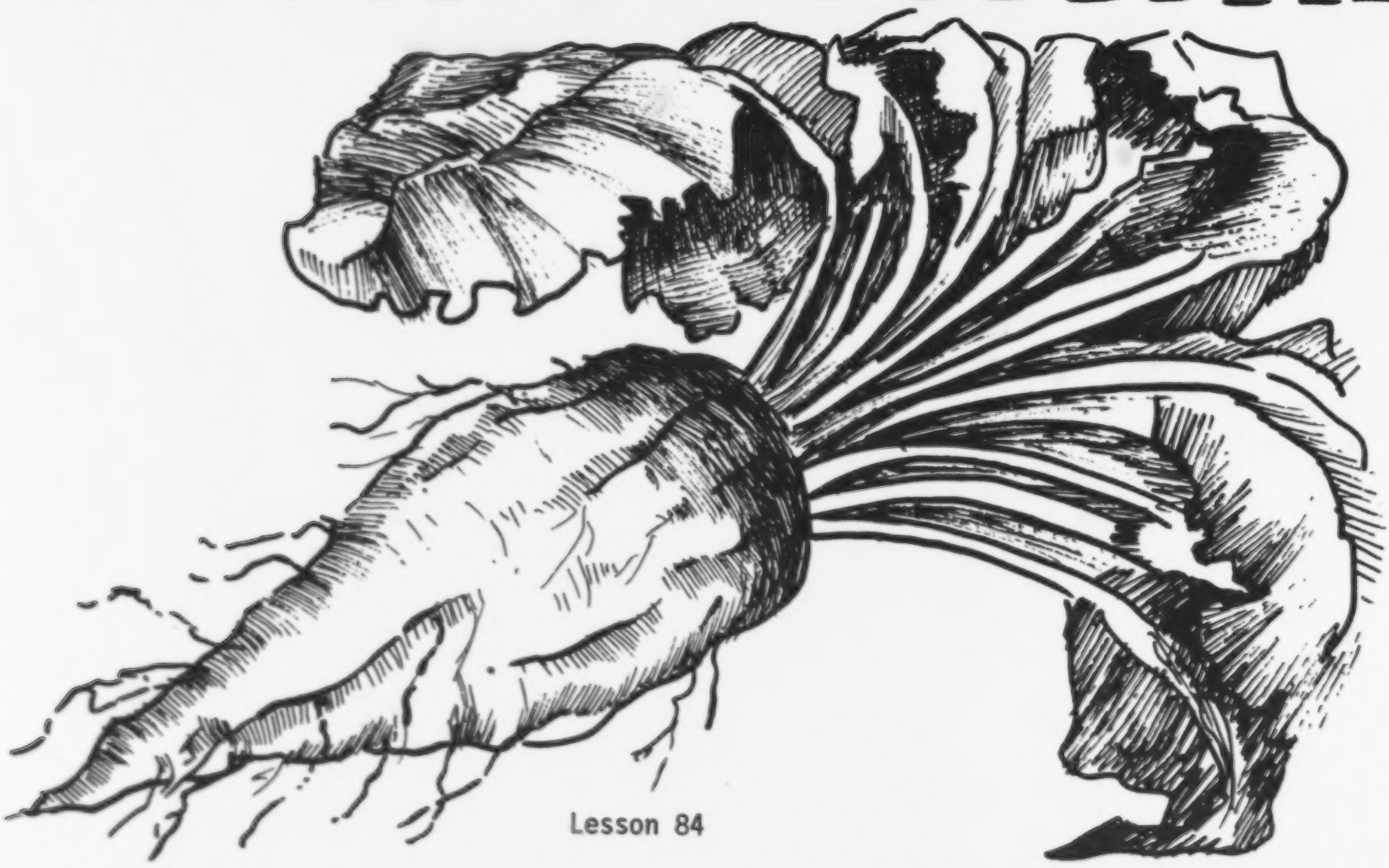
Lesson 83



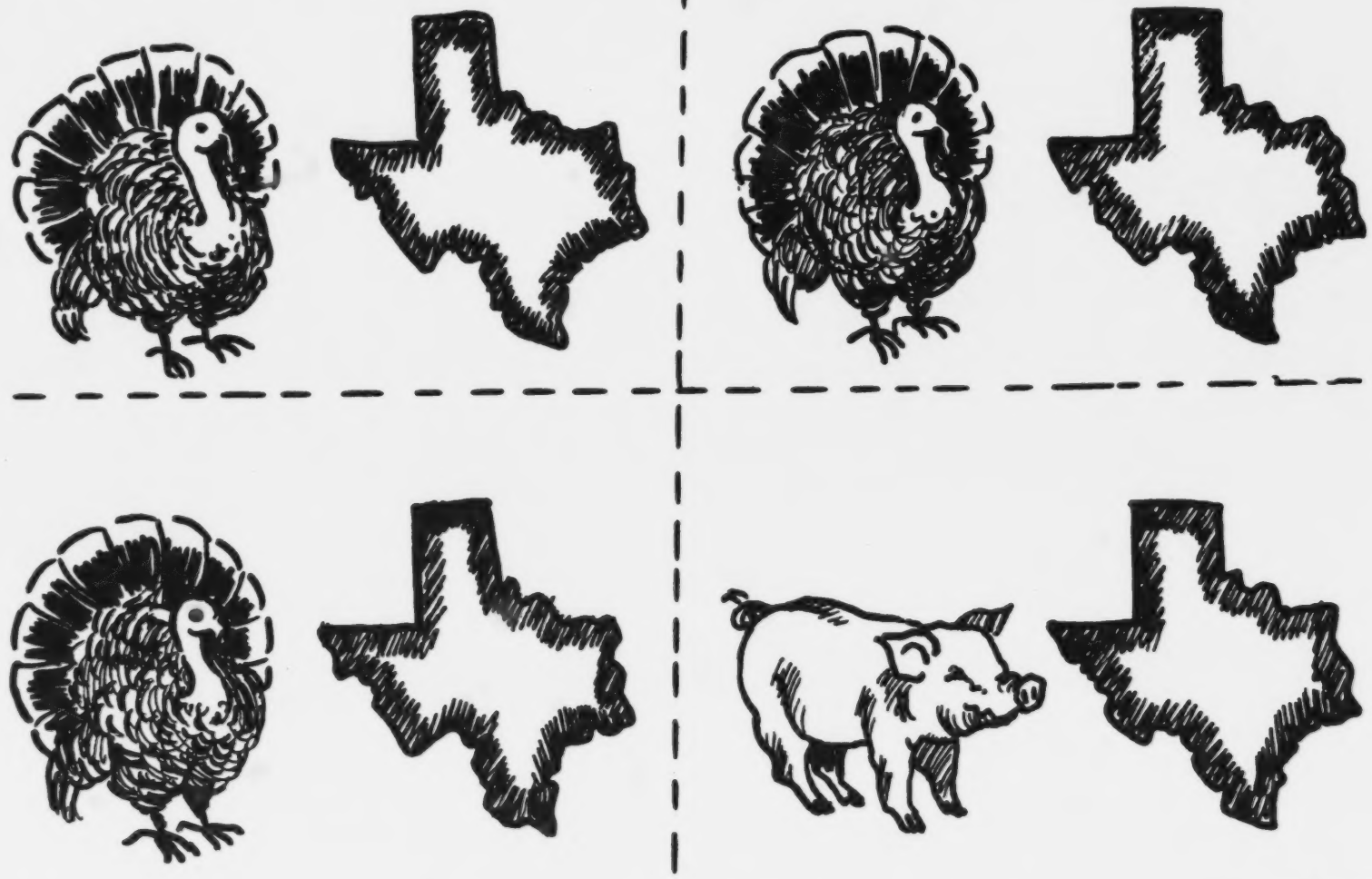
Picture Equation Model
Lesson 83

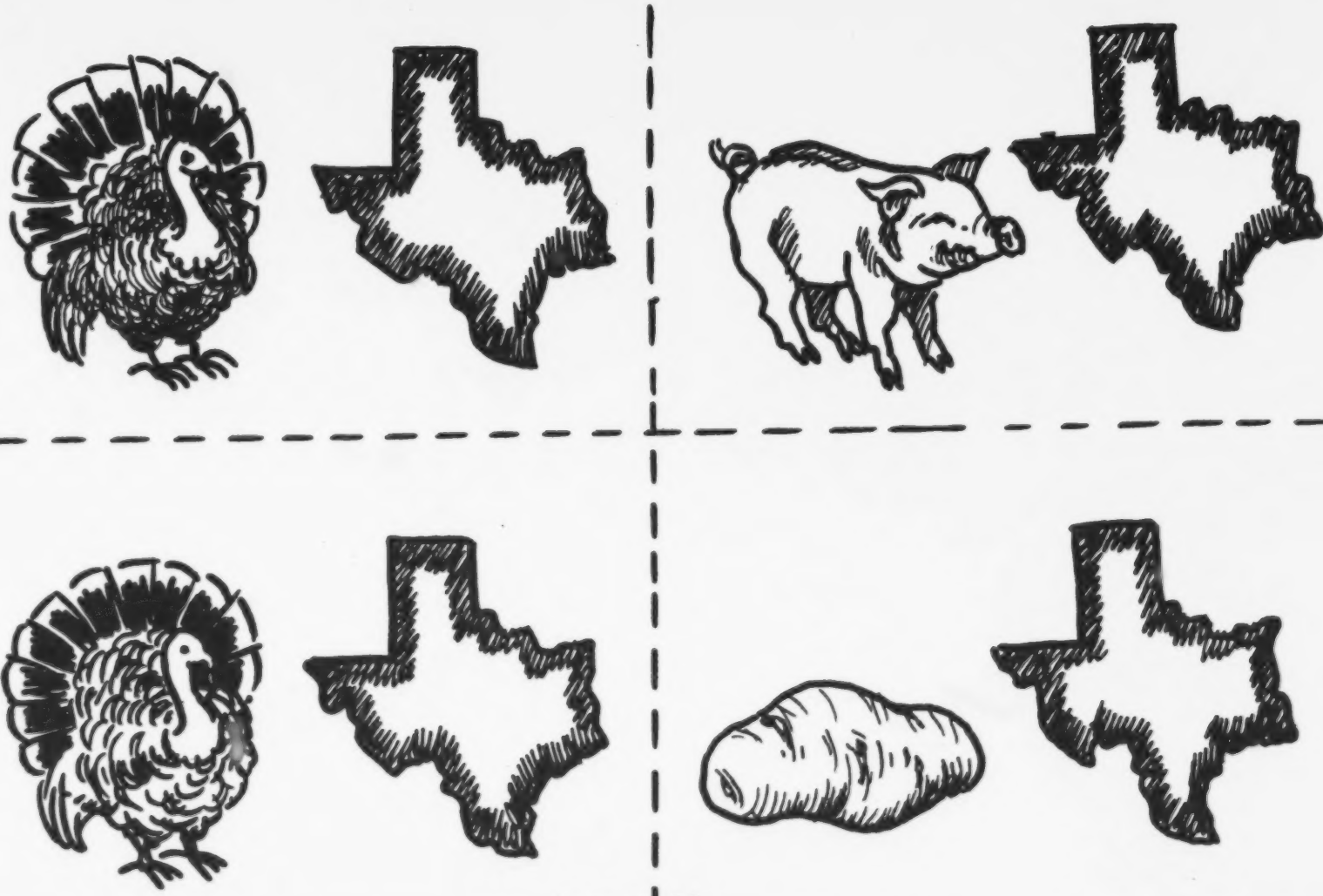


Lessons 84, 85, 90

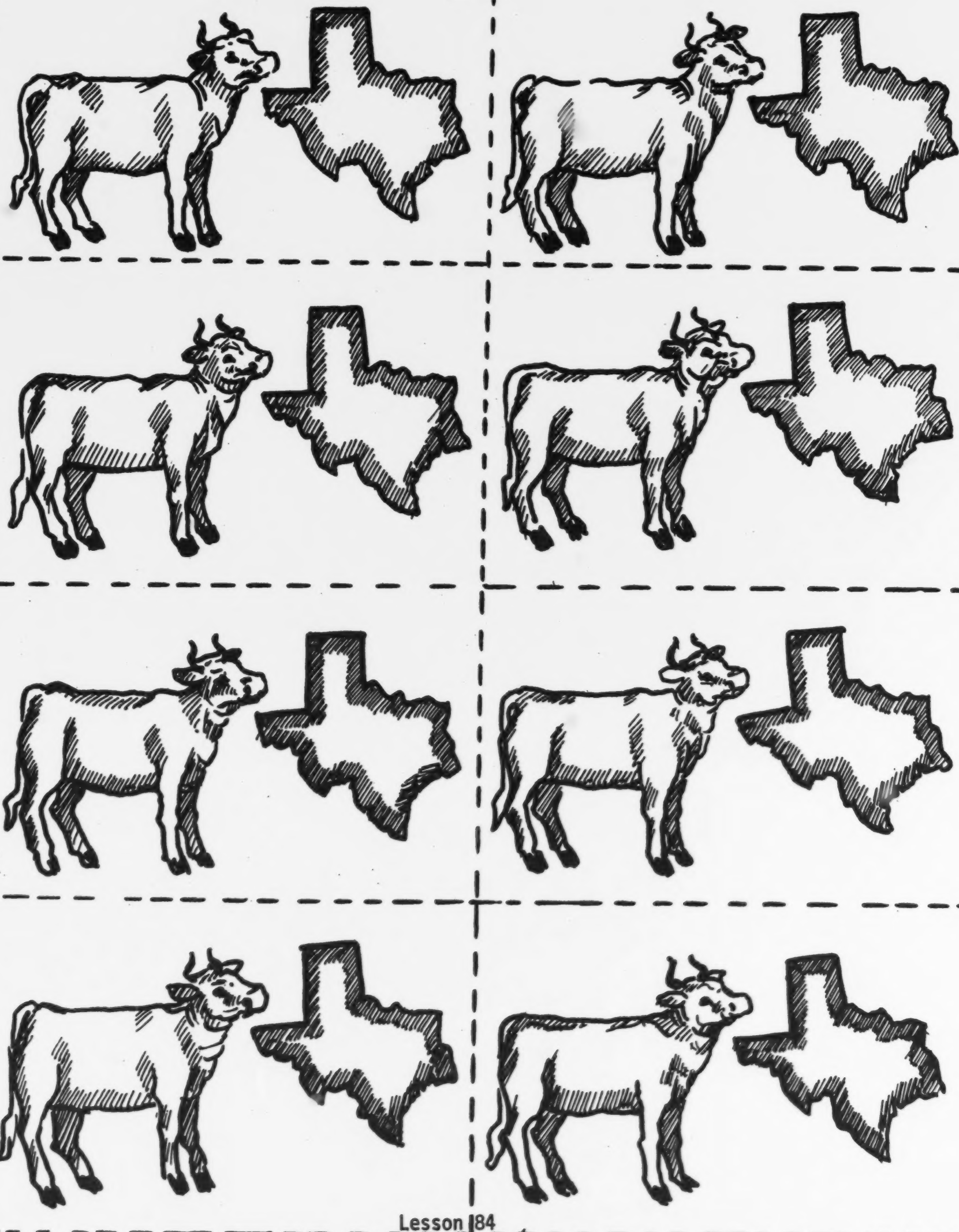


Lesson 84

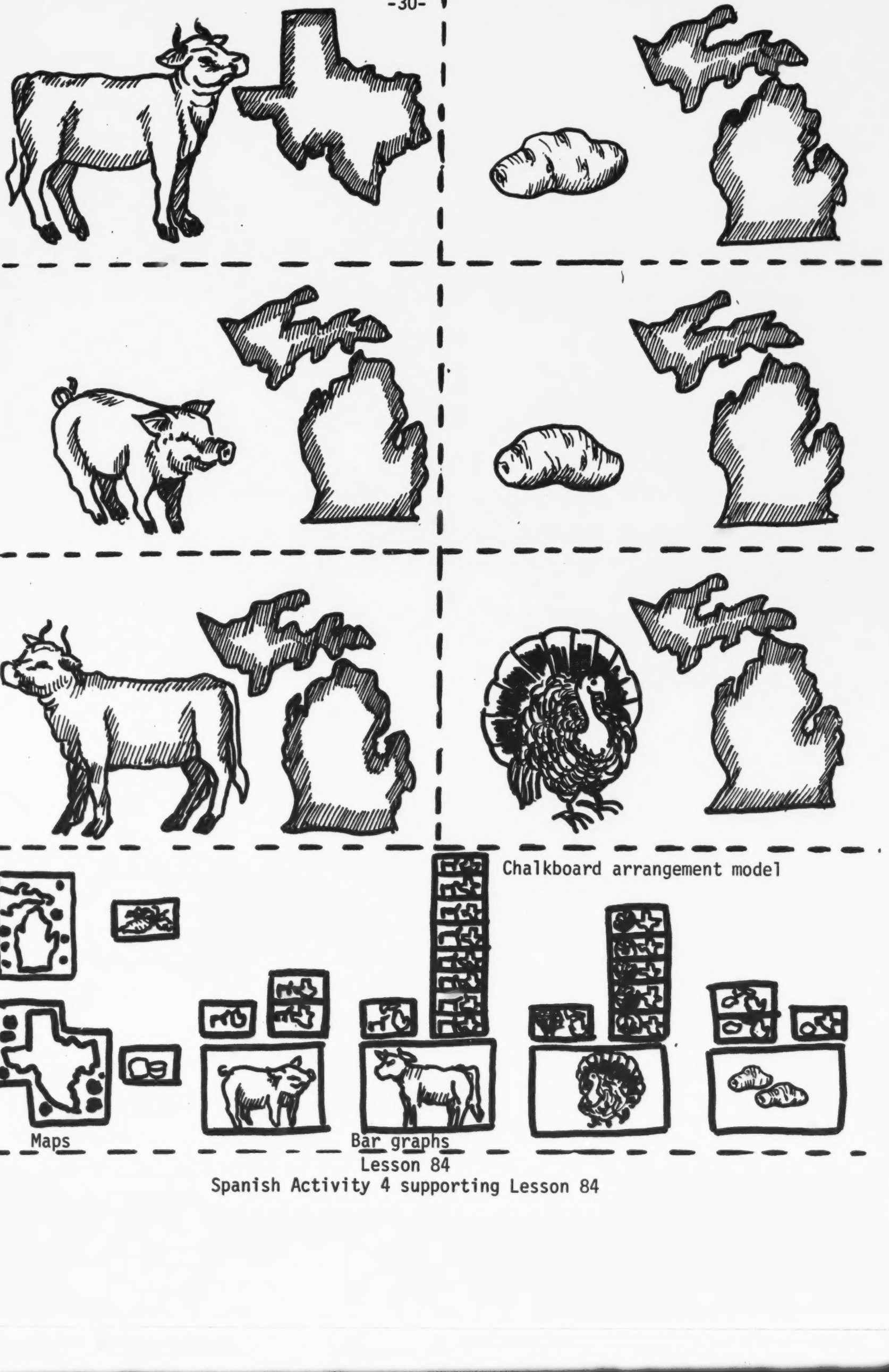




Lesson 84
Spanish Activity 4 supporting Lesson 84
Separate for use with bar graphs



Lesson 84
Spanish Activity 4 supporting Lesson 84
Separate for use with bar graphs



Chalkboard arrangement model

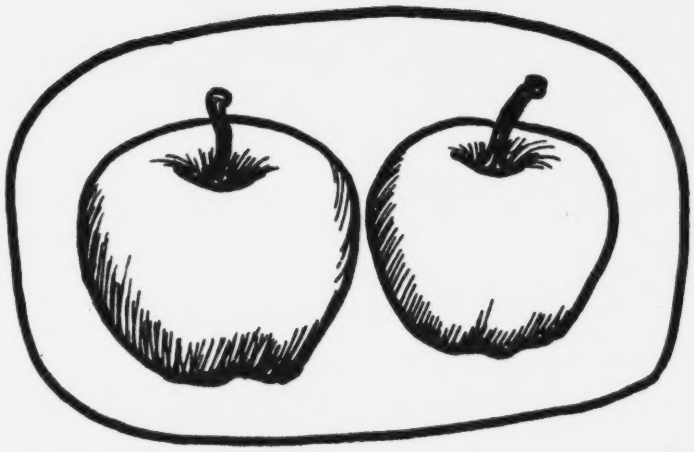


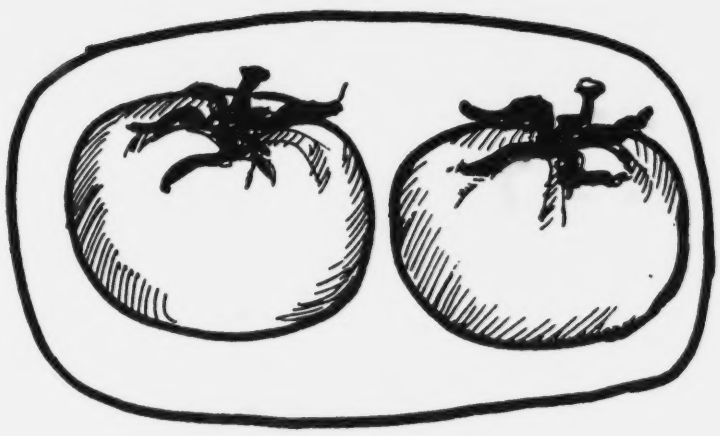
Maps

Bar graphs

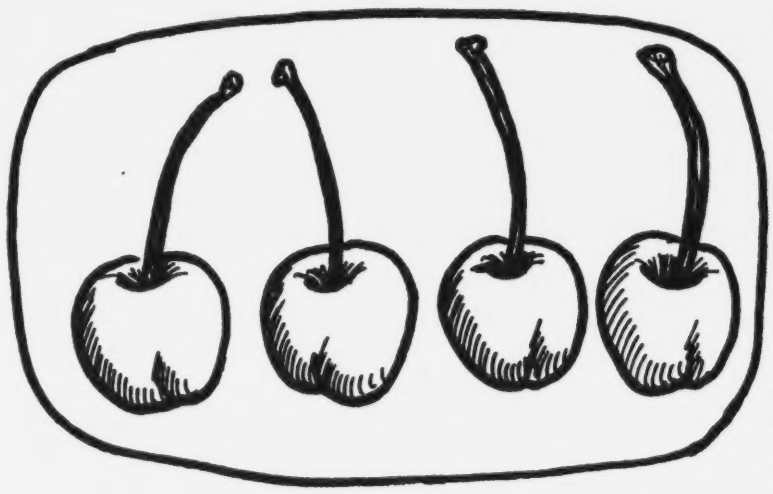
Lesson 84

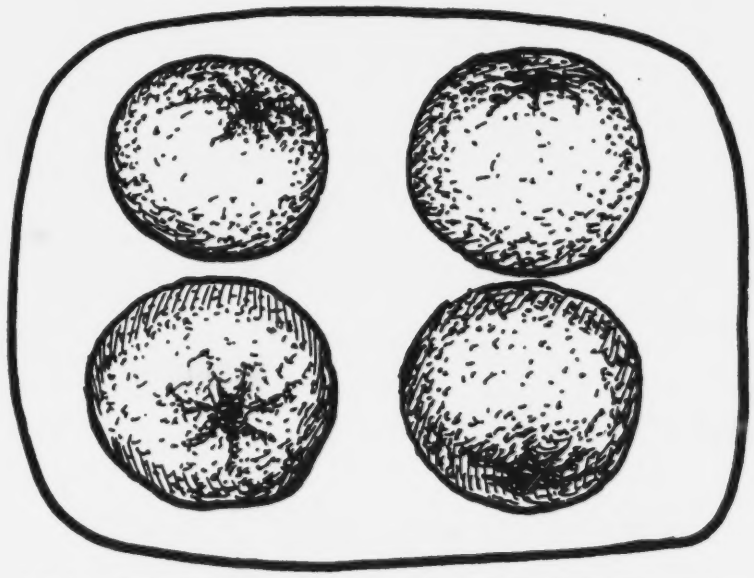
Spanish Activity 4 supporting Lesson 84

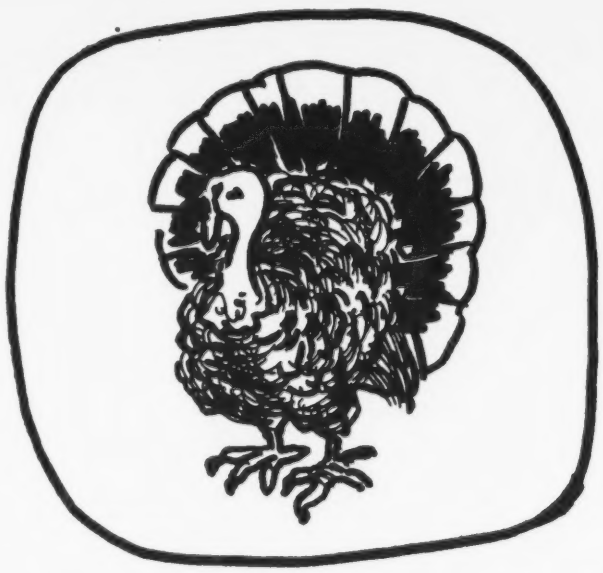


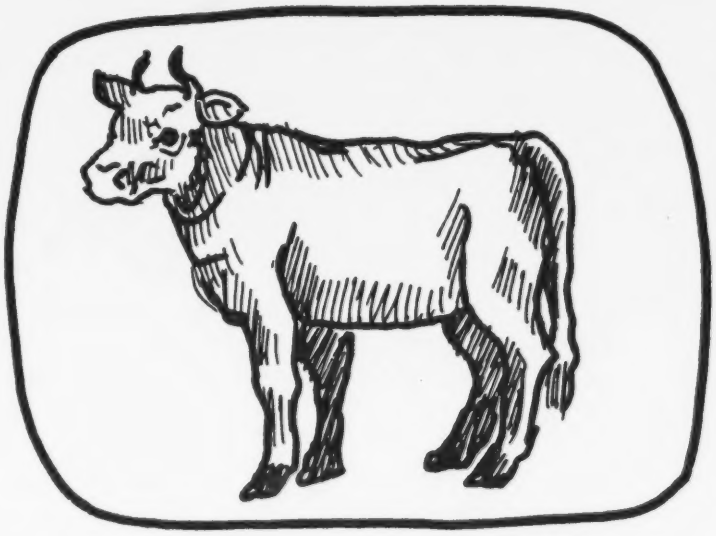


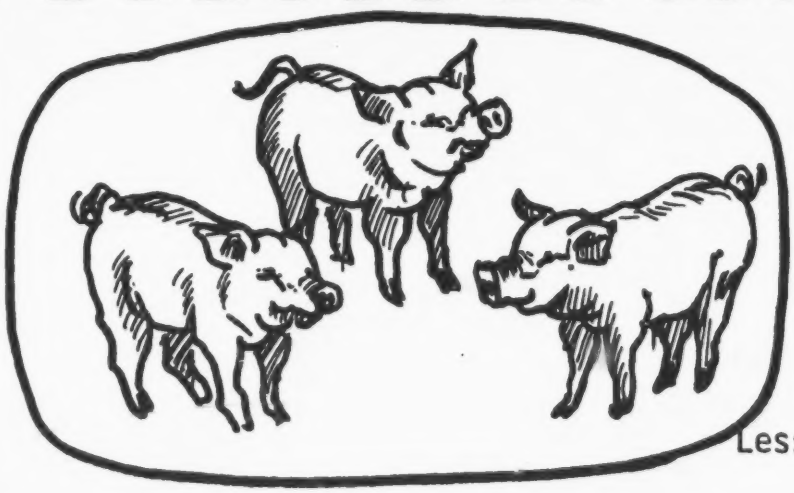
cut on lines

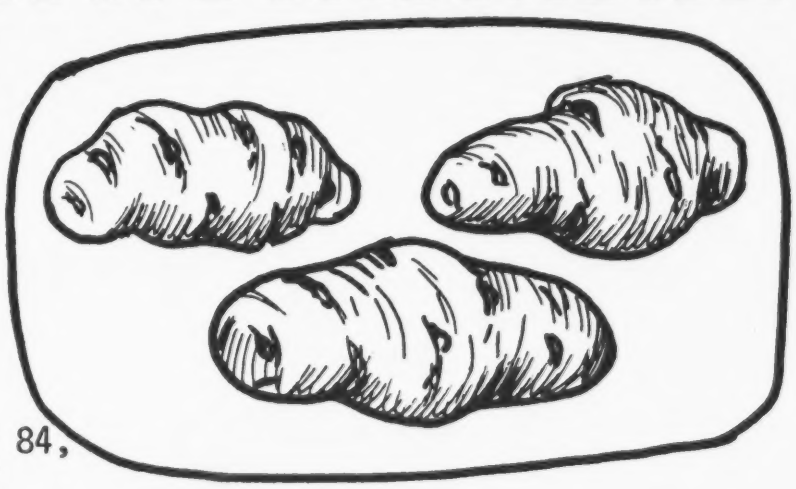












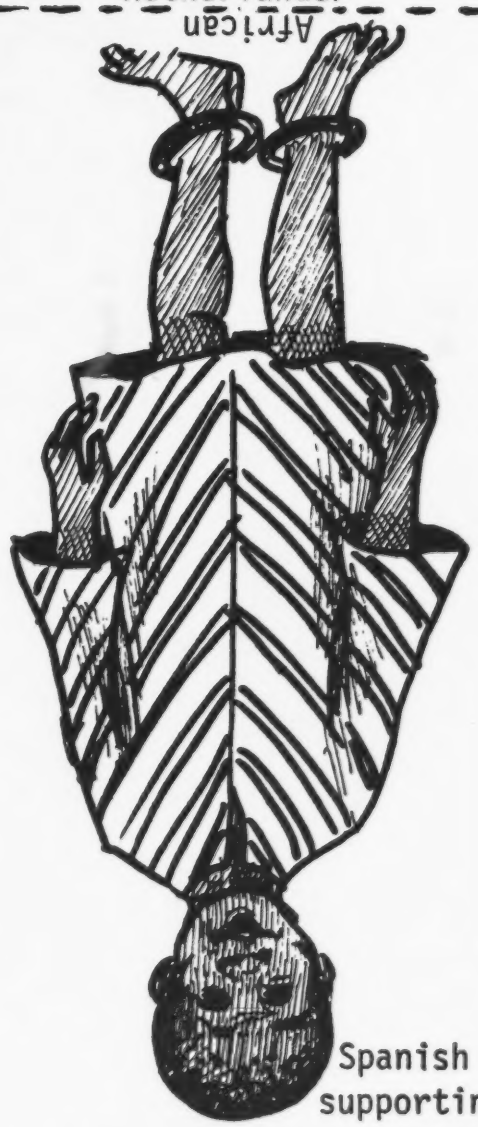
Cut on dotted lines

Indian

Netherlander

Chinese

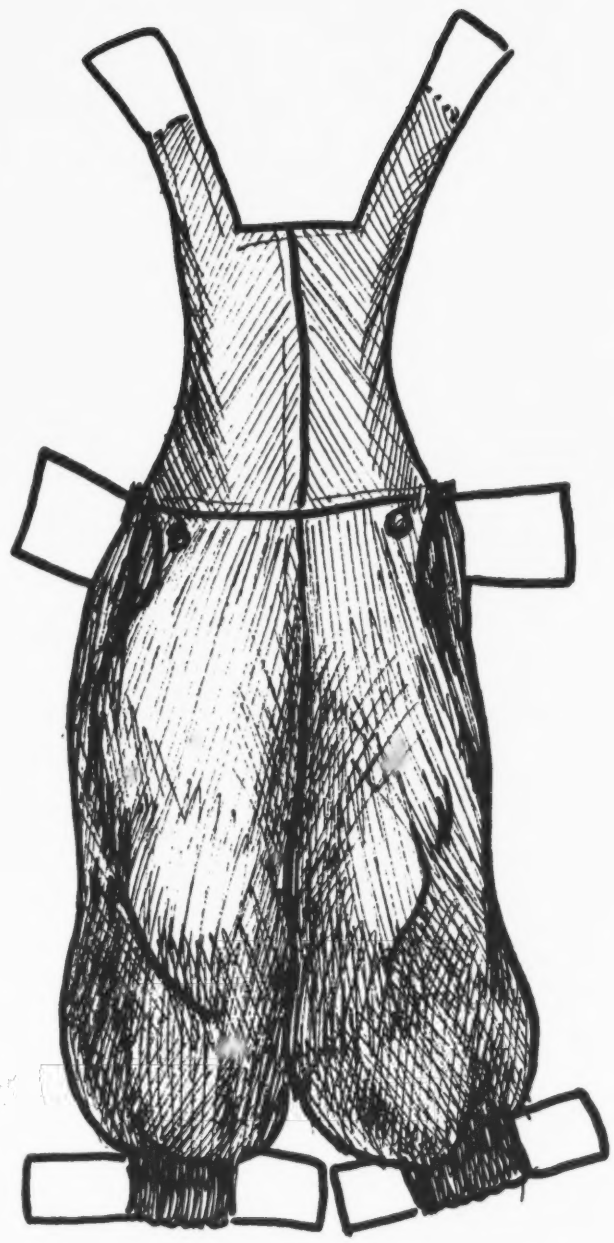
Japanese

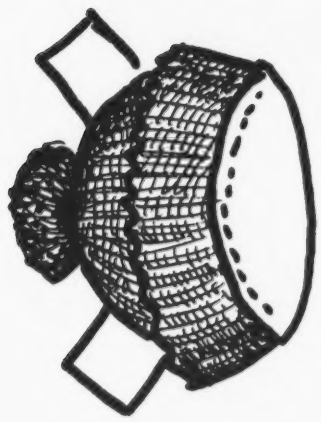


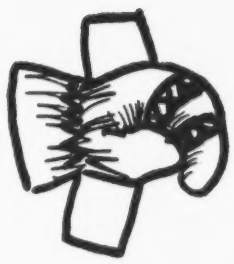
African

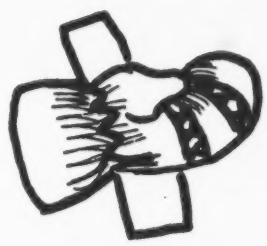
Eskimo

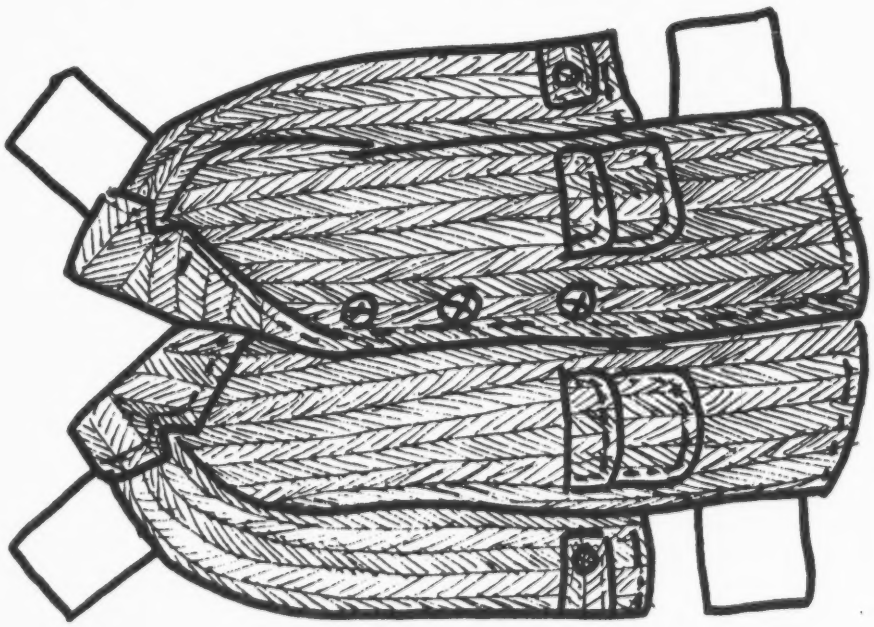
Spanish Activity 4
supporting Lesson 89



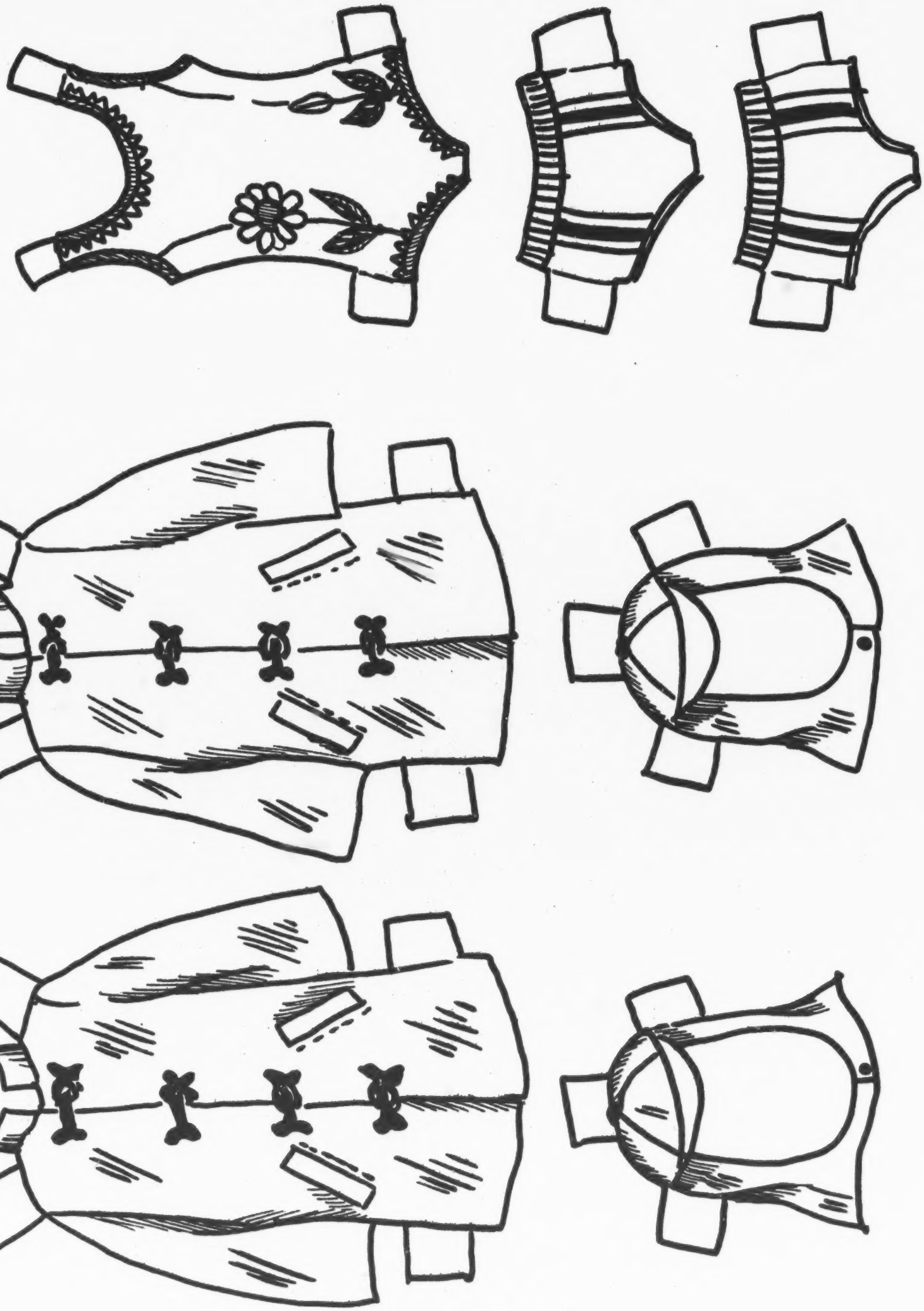




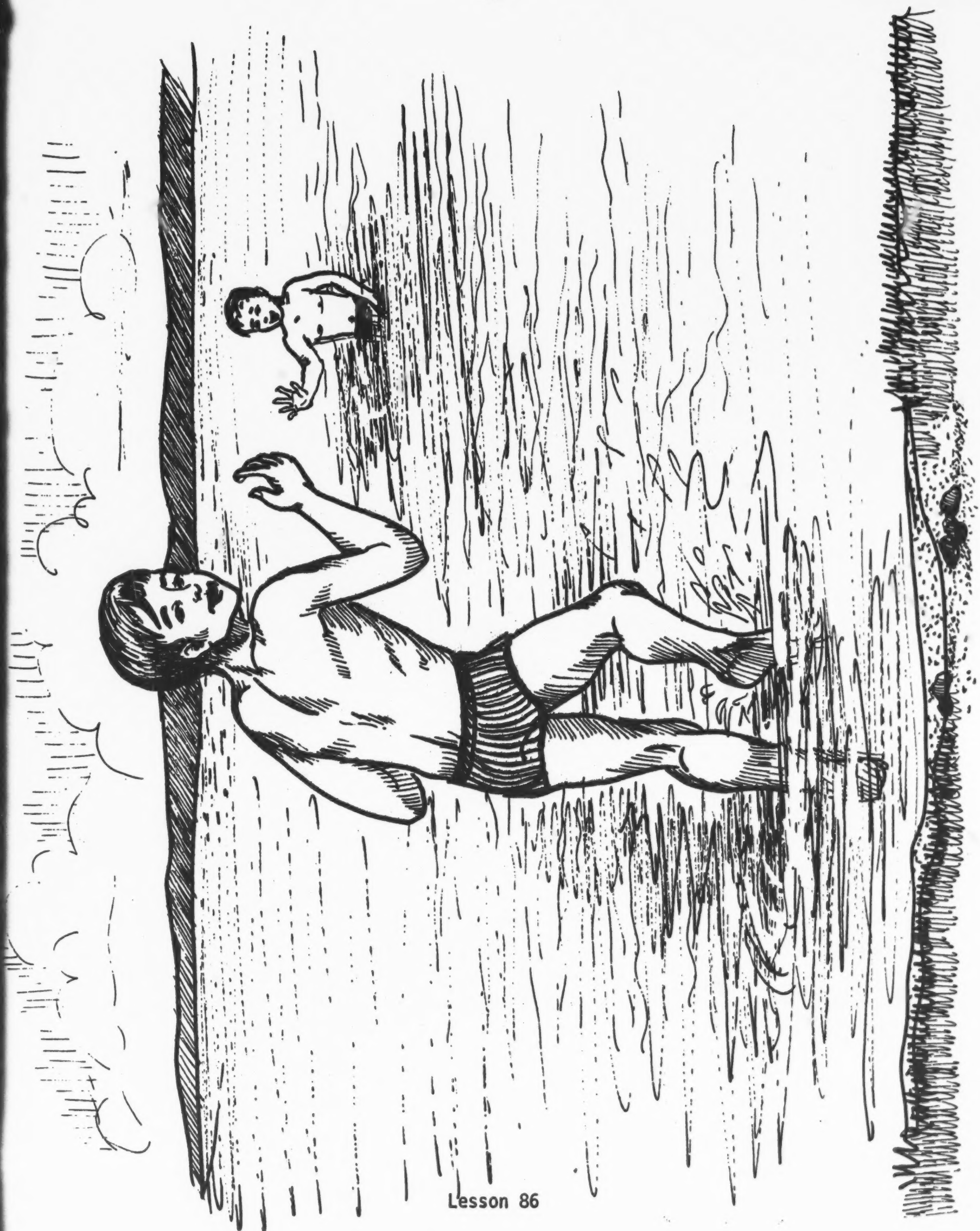


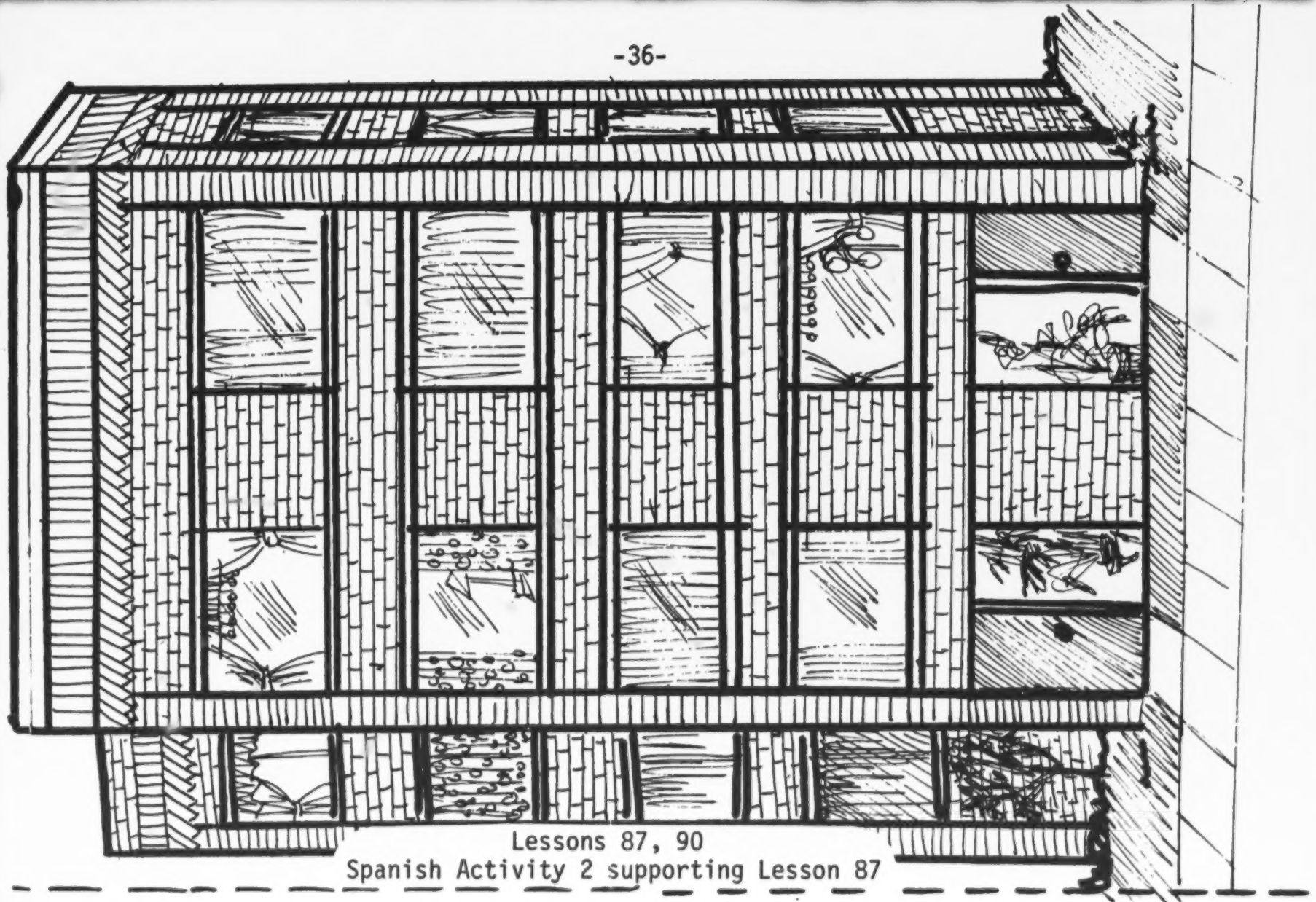


Lessons 86, 90, 100

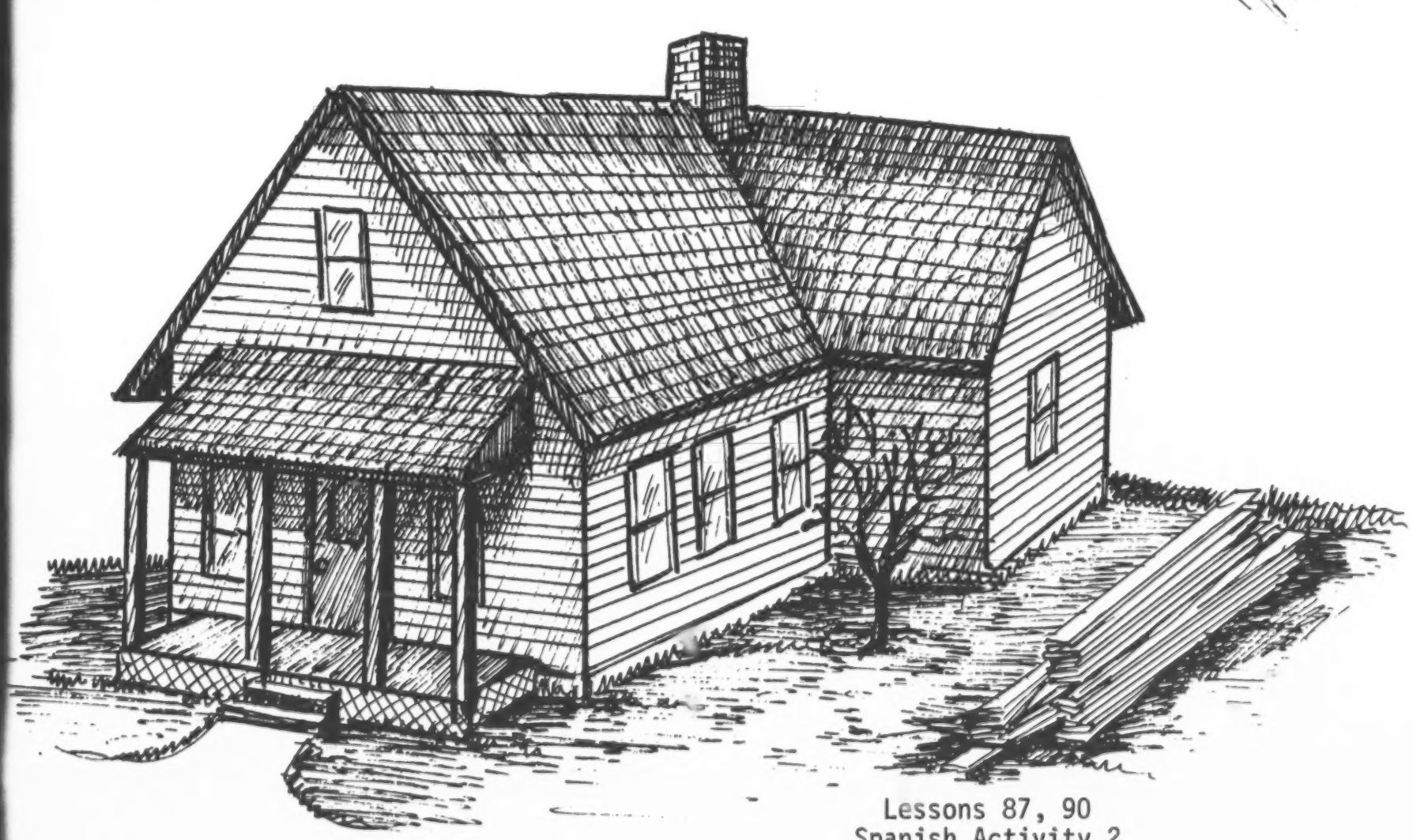


Lessons 86, 90, 100



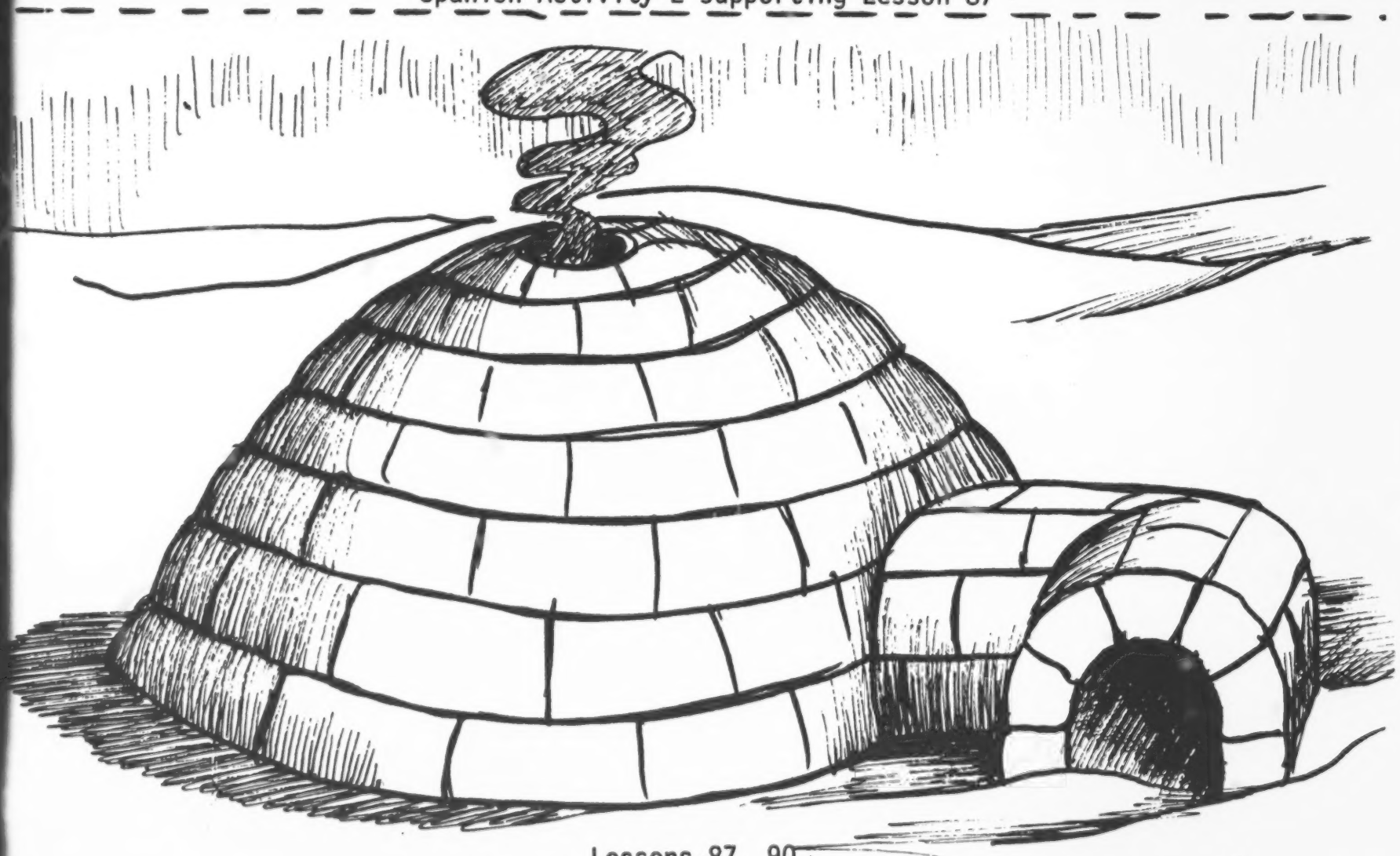


Lessons 87, 90
Spanish Activity 2 supporting Lesson 87

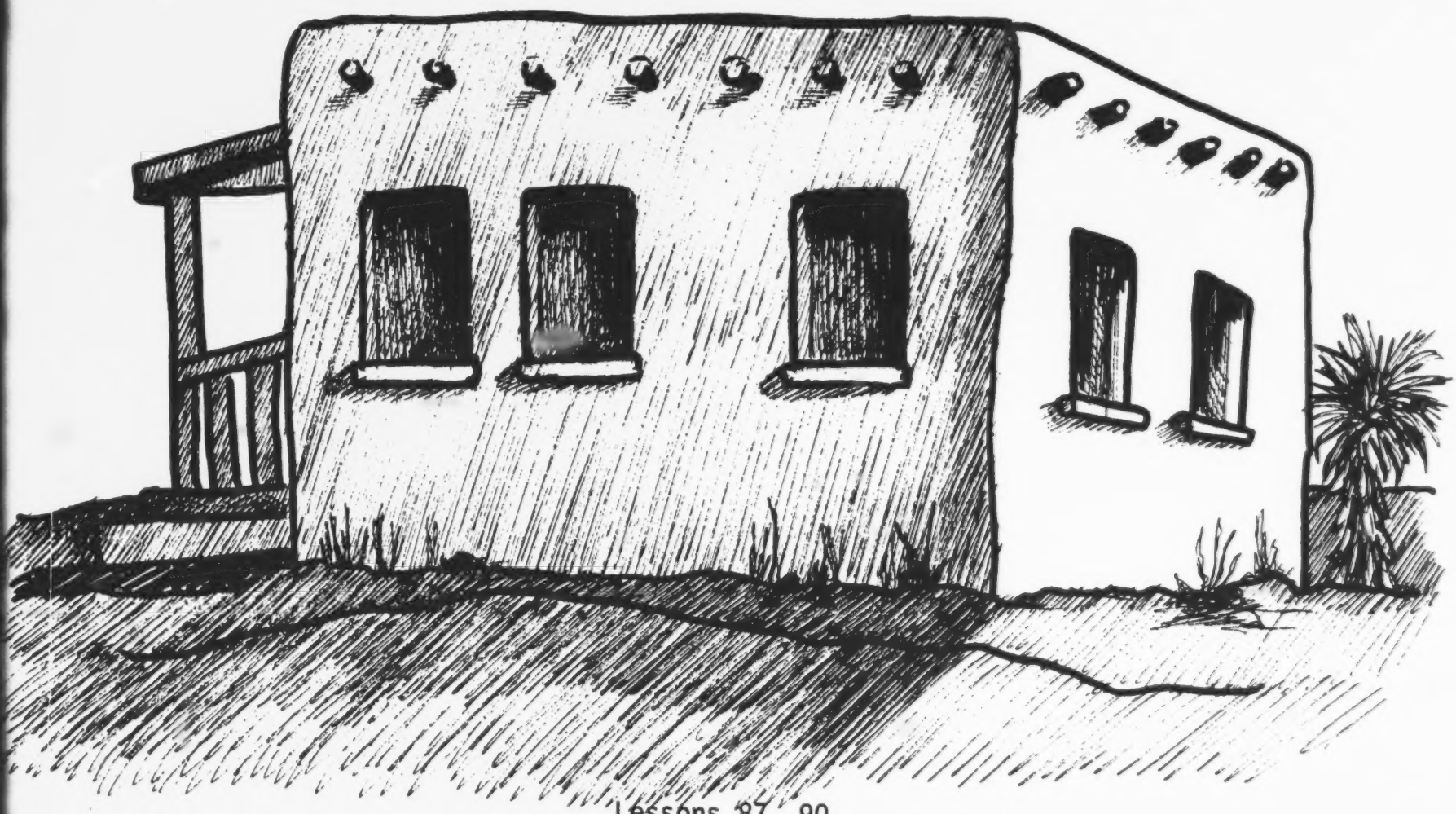


Lessons 87, 90
Spanish Activity 2
supporting Lesson 87

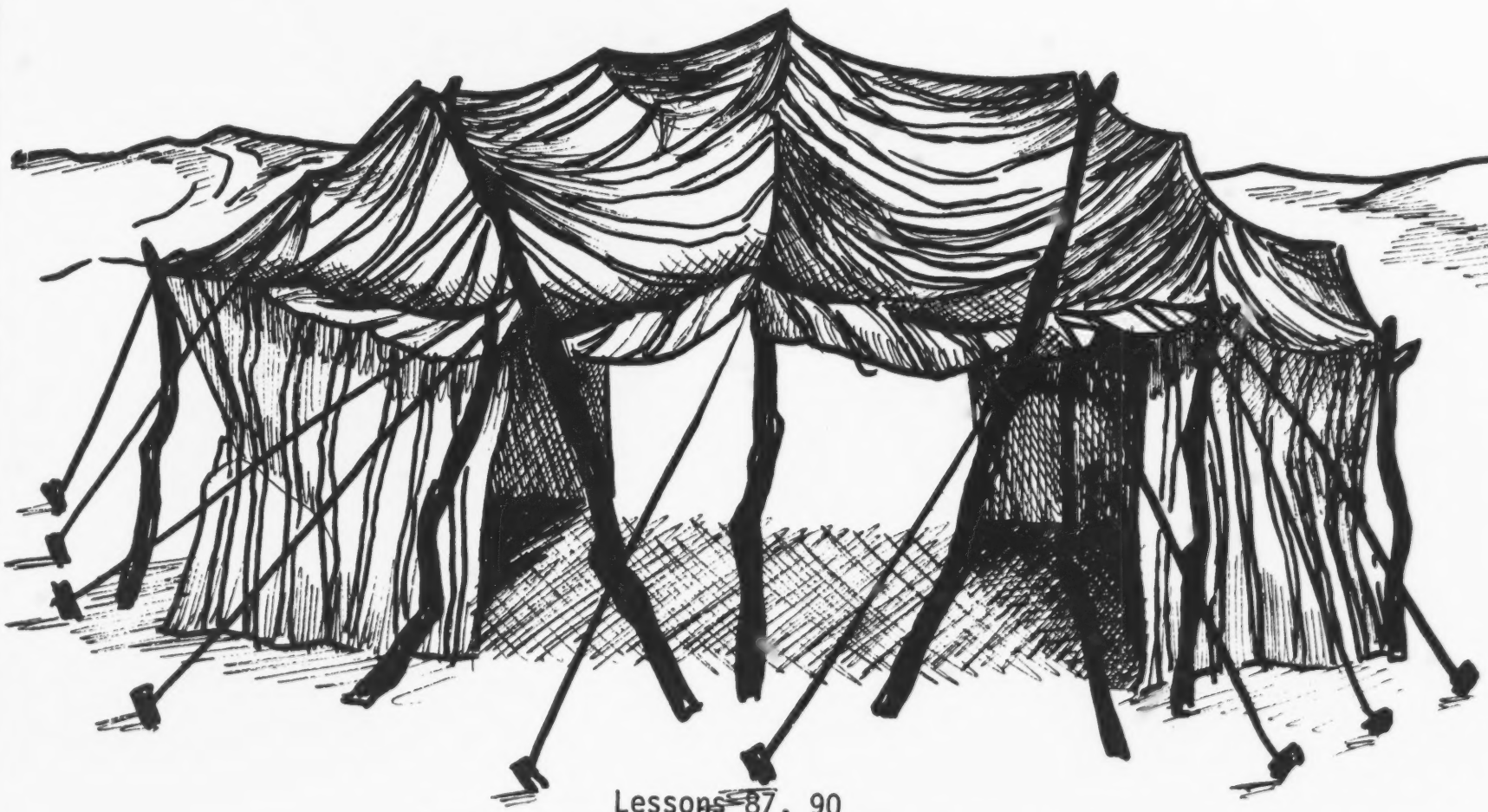
Lessons 87, 90
Spanish Activity 2 supporting Lesson 87



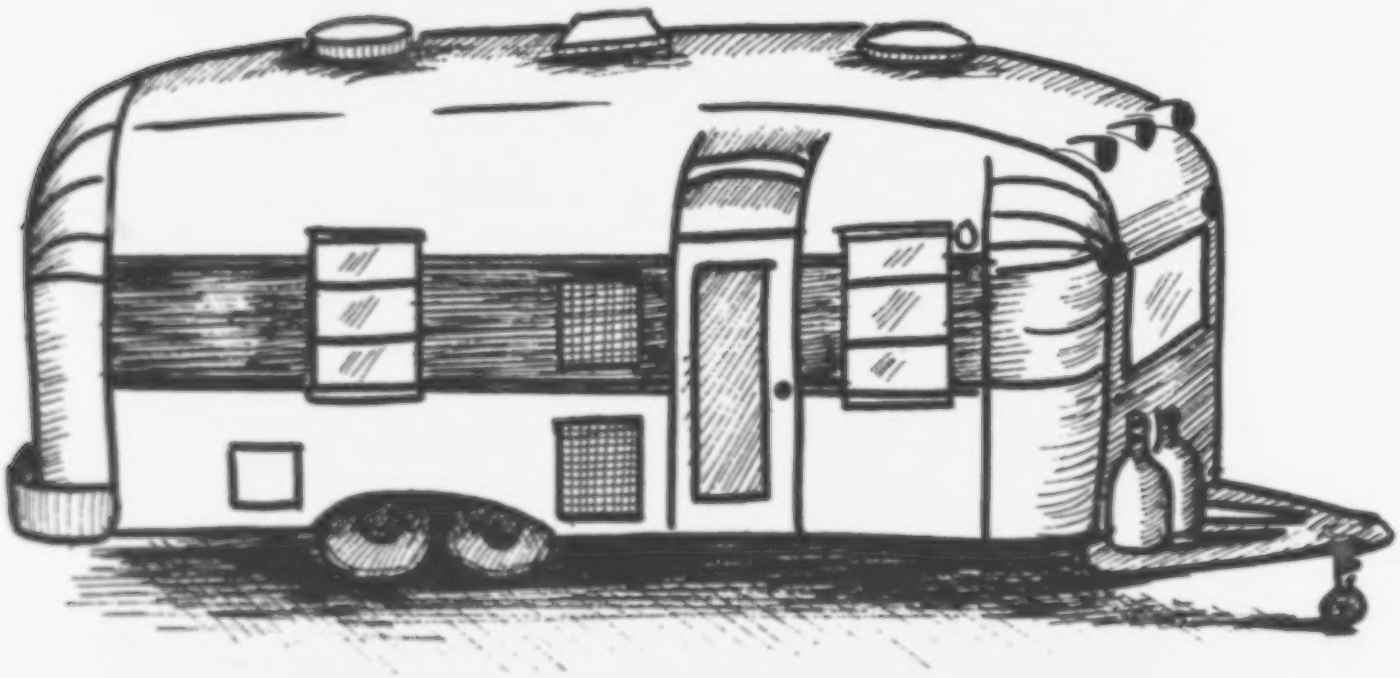
Lessons 87, 90
Spanish Activity 2 supporting Lesson 87



Lessons 87, 90
Spanish Activity 2 supporting Lesson 87

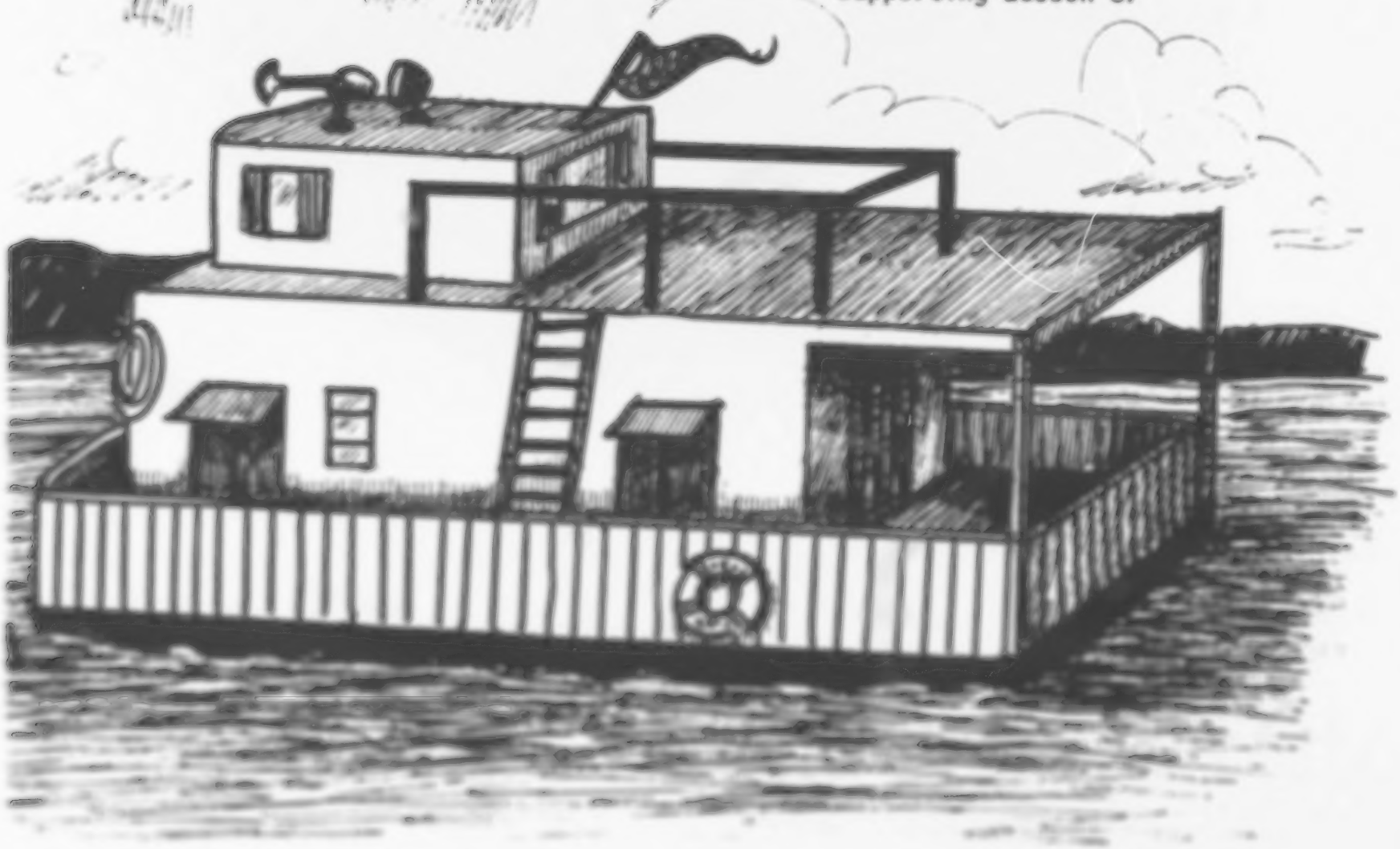


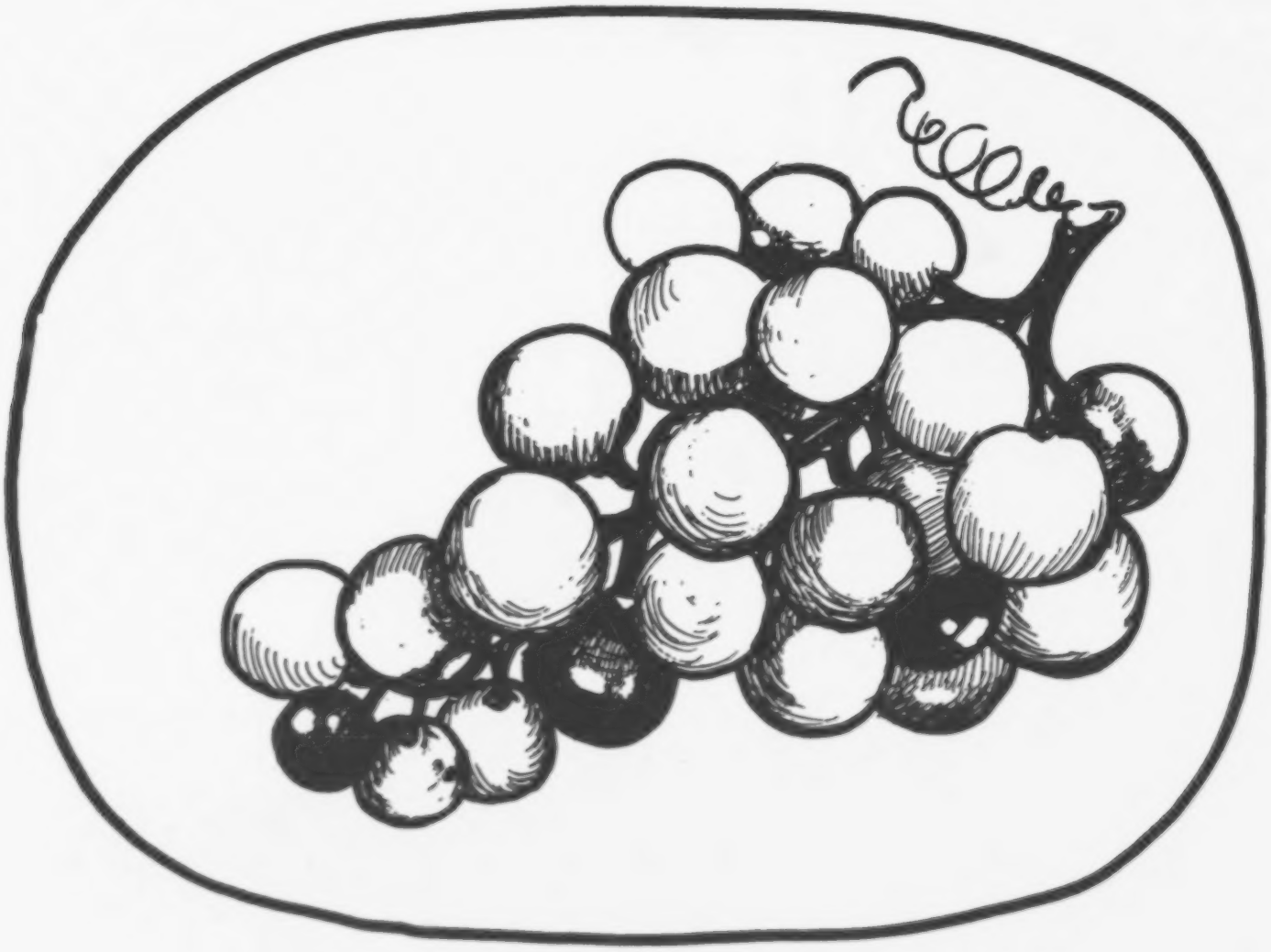
Lessons 87, 90
Spanish Activity 2 supporting Lesson 87



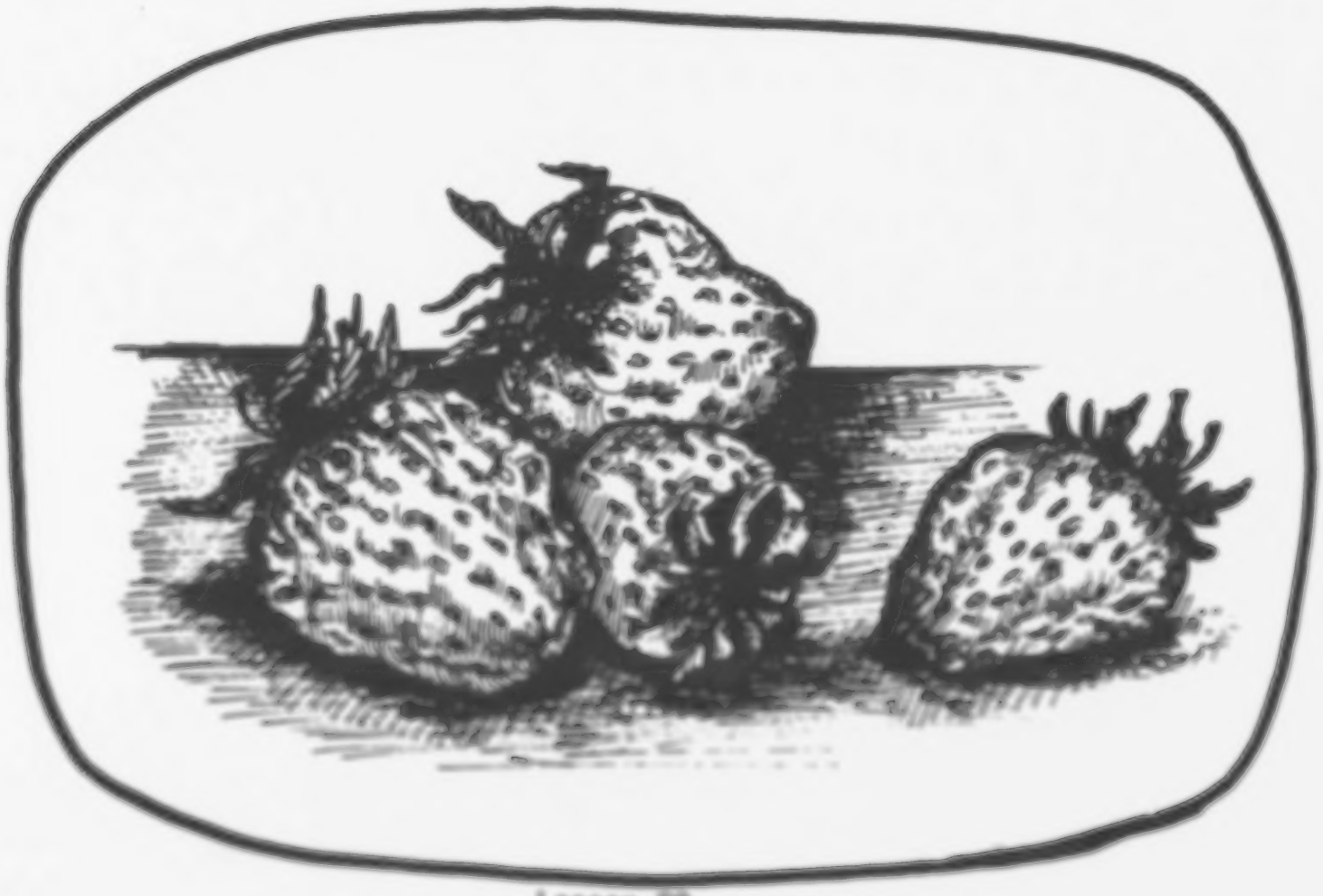
Lessons 87, 90
Spanish Activity 2
supporting Lesson 87

Lessons 87, 90
Spanish Activity 2
supporting Lesson 87

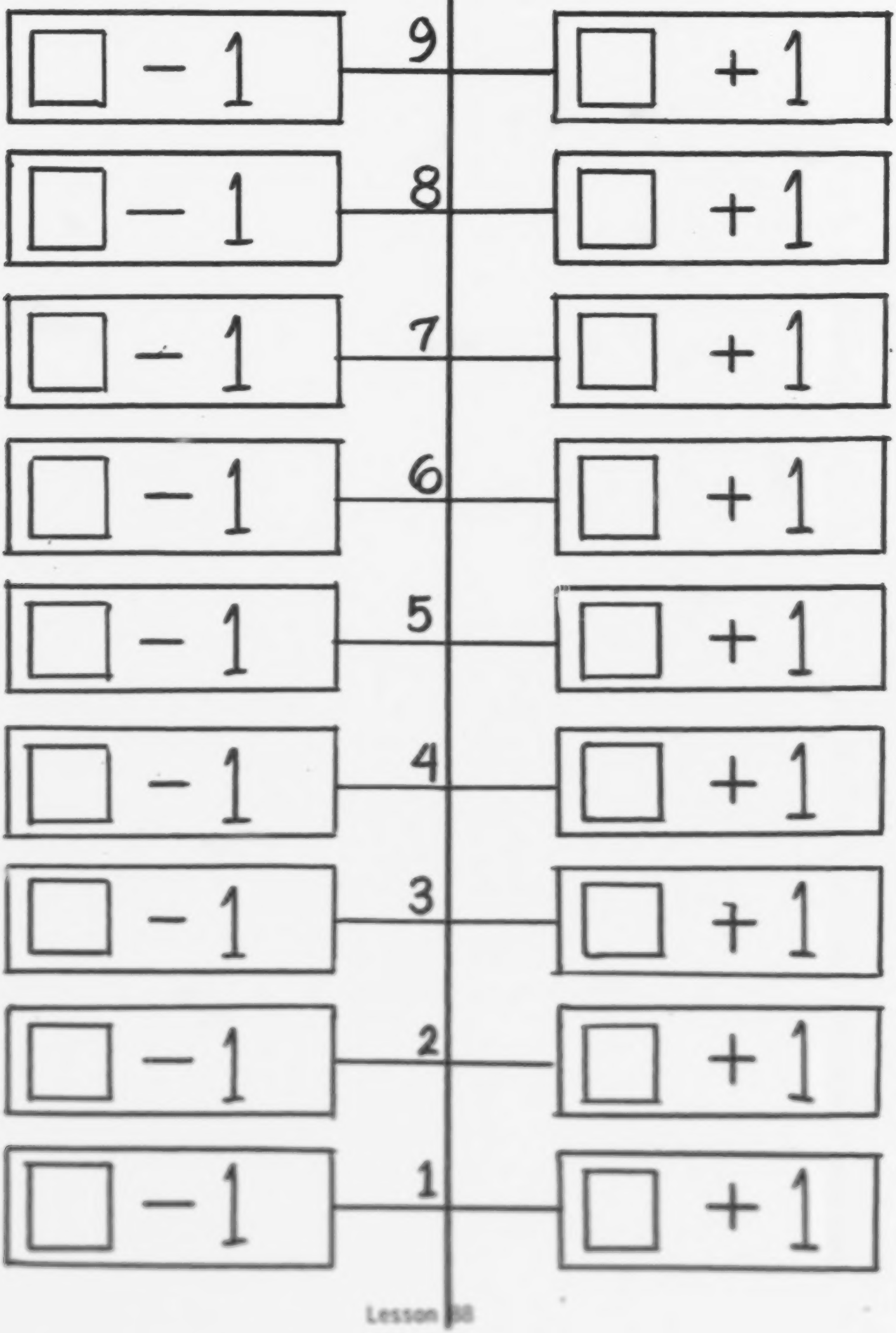




Lesson 88
Spanish Activity 3 supporting Lesson 88



Lesson 88
Spanish Activity 3 supporting Lesson 88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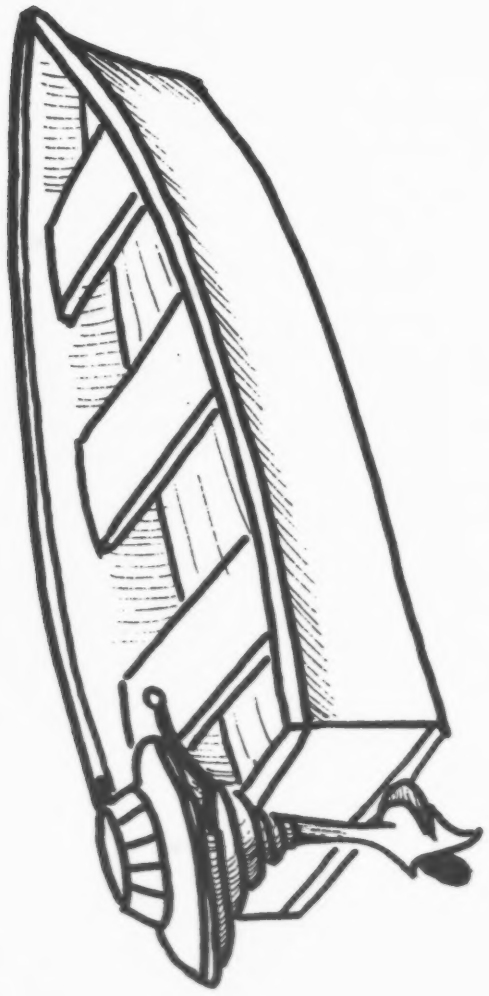

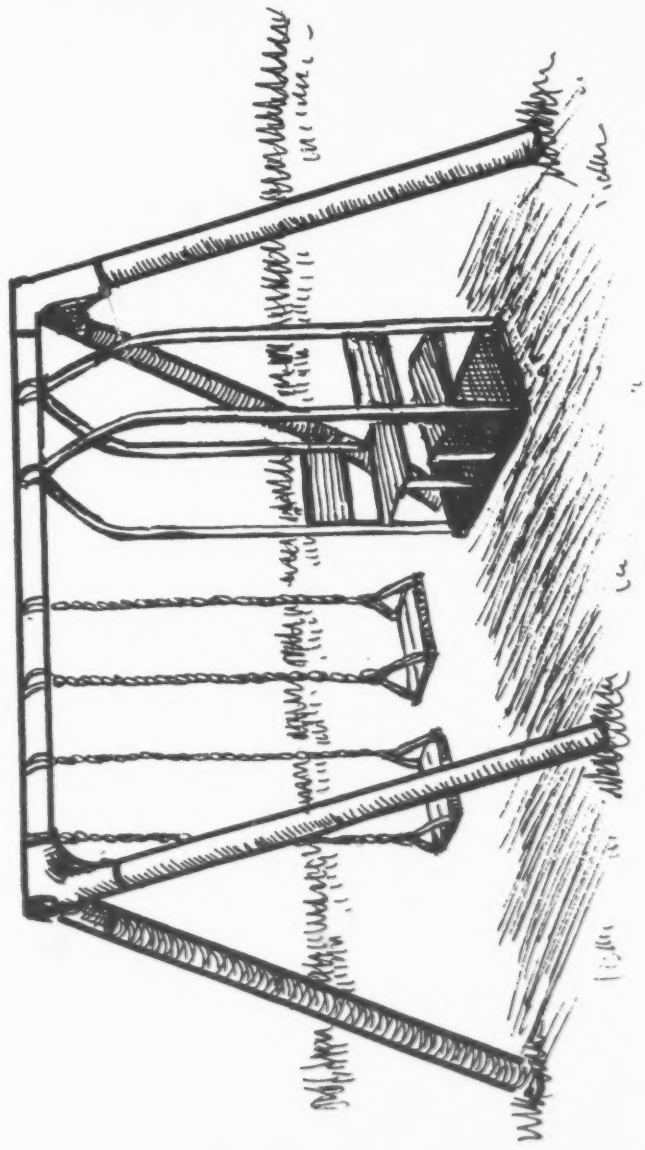

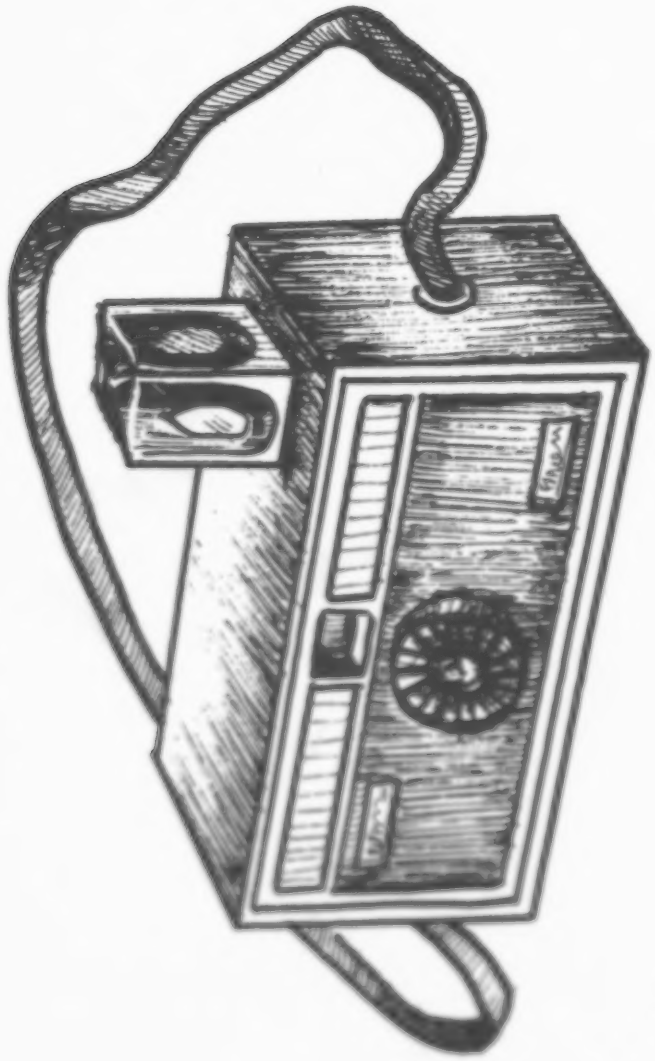

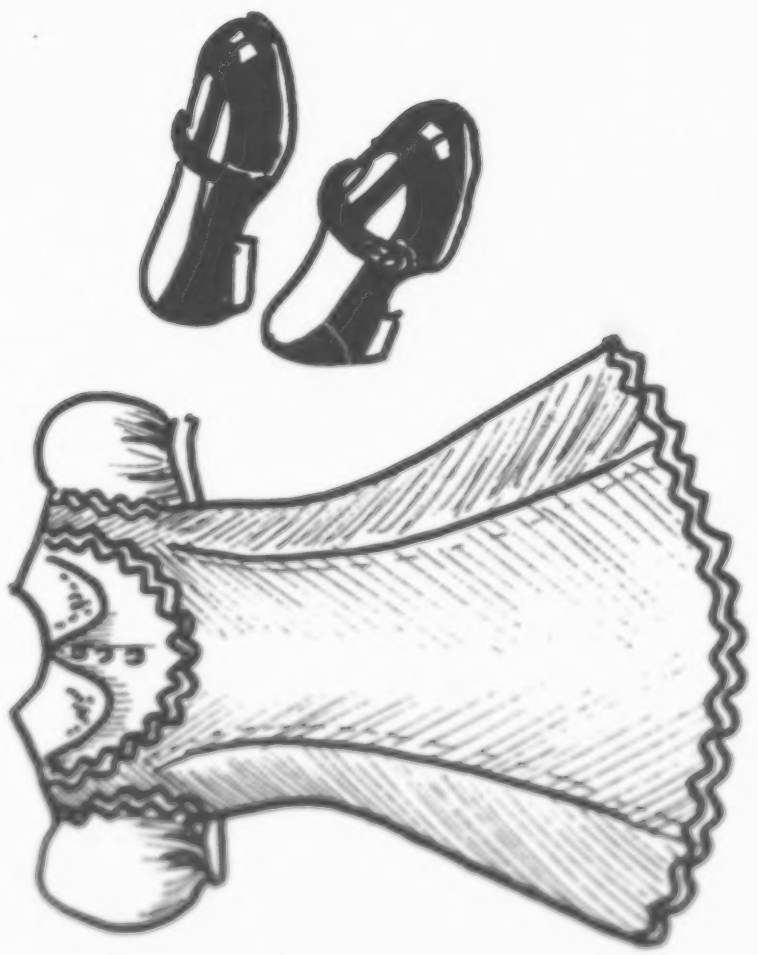

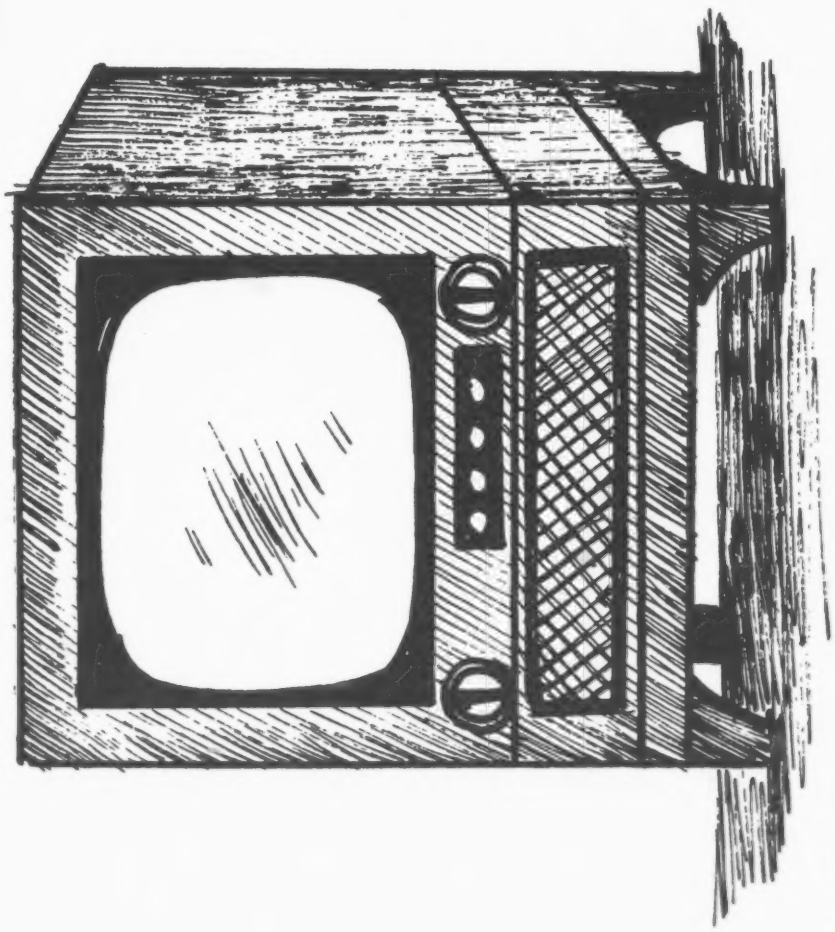

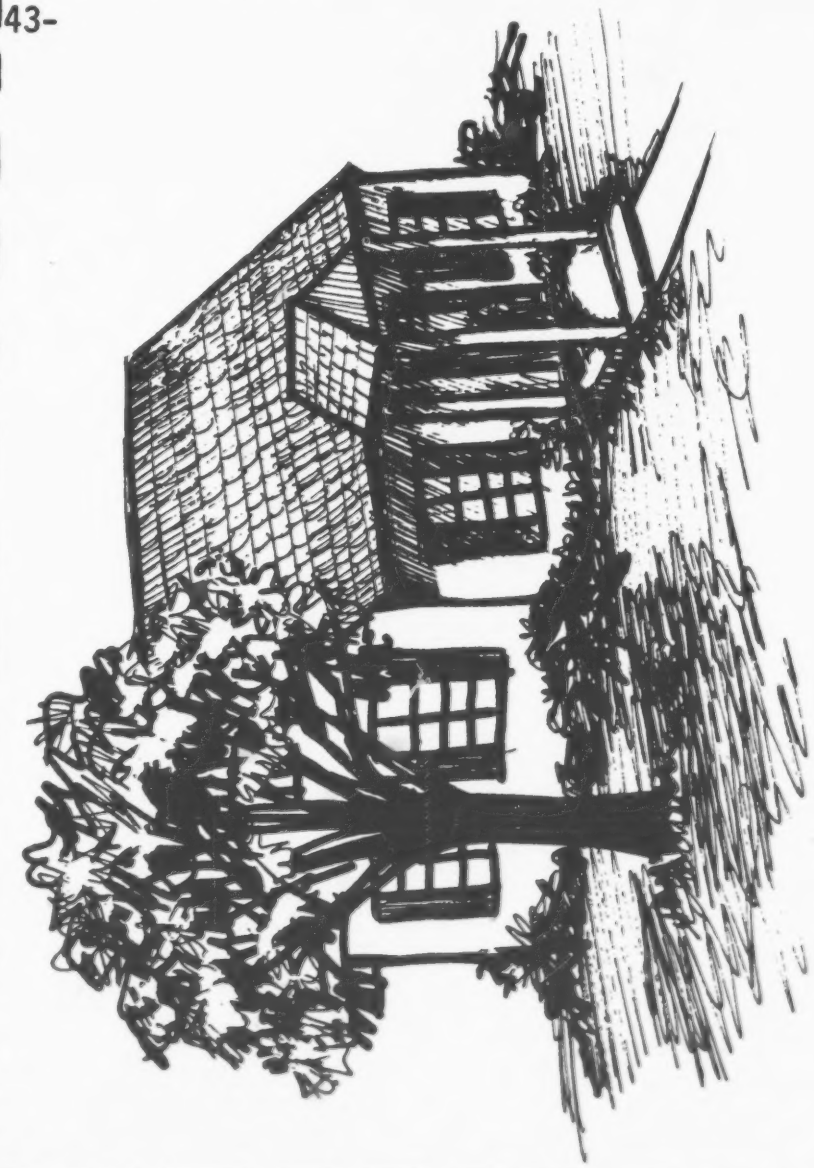

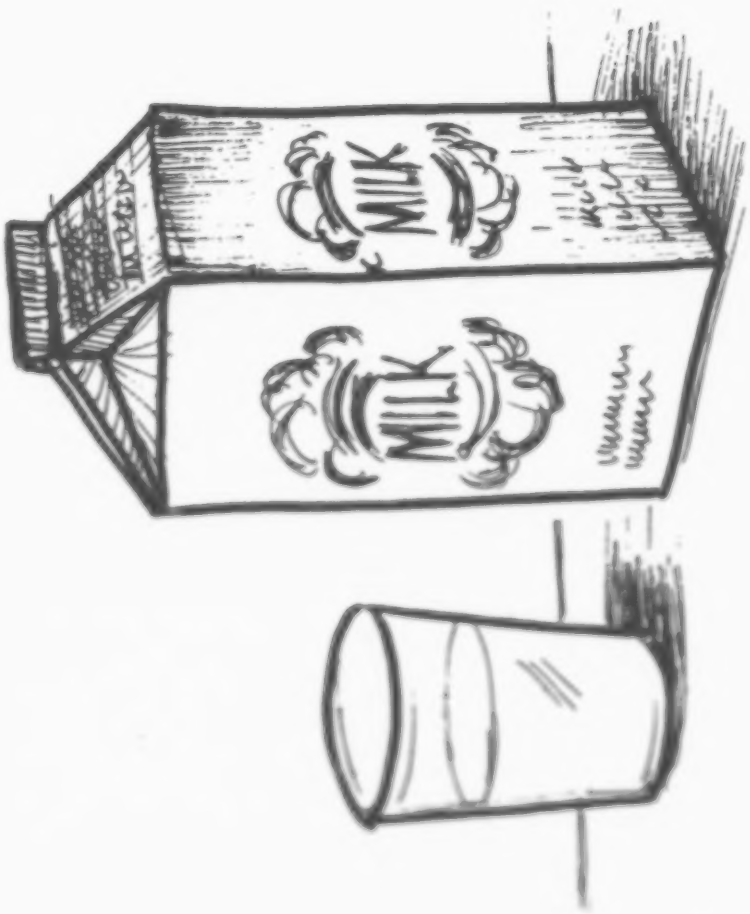
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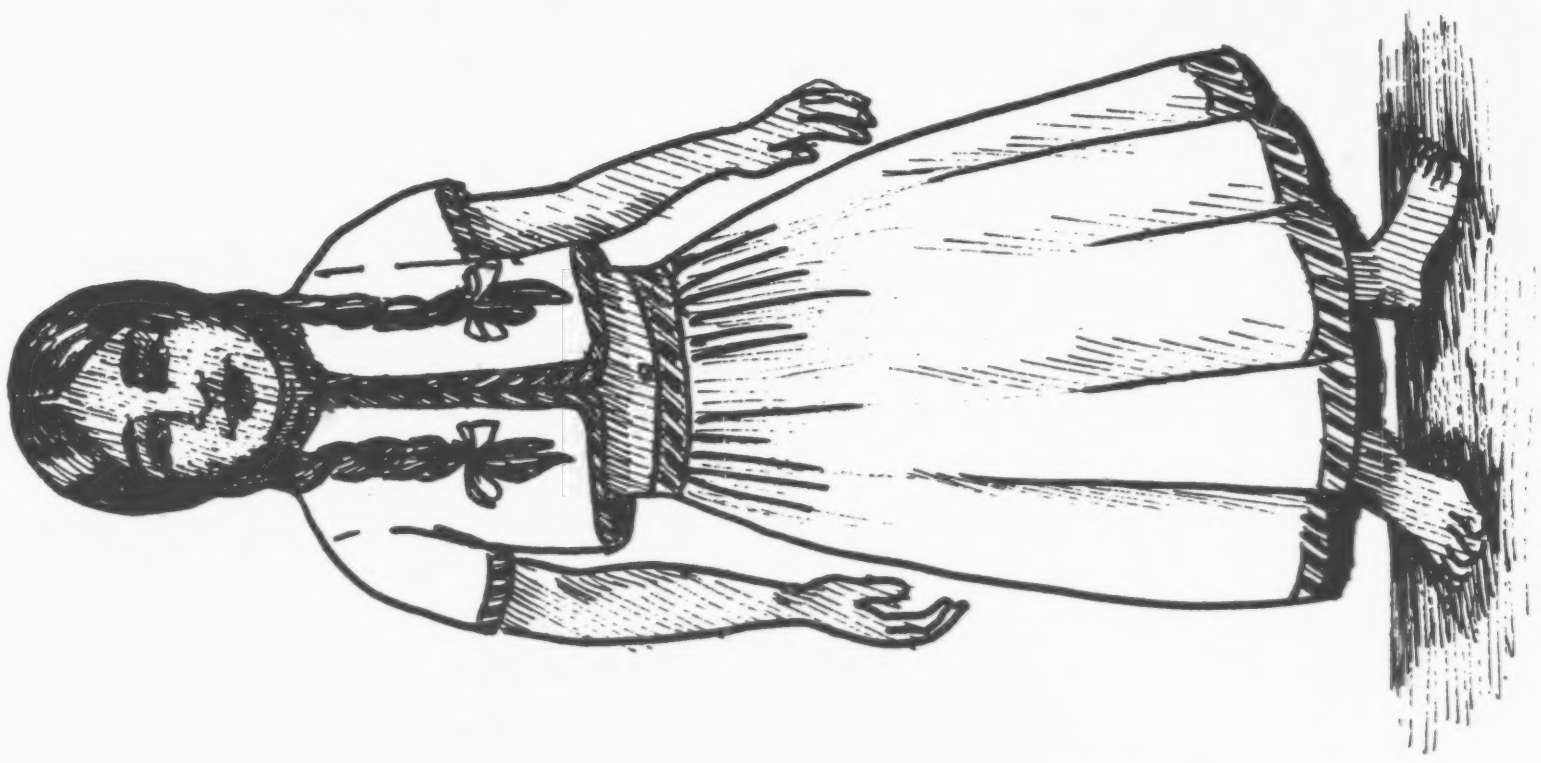
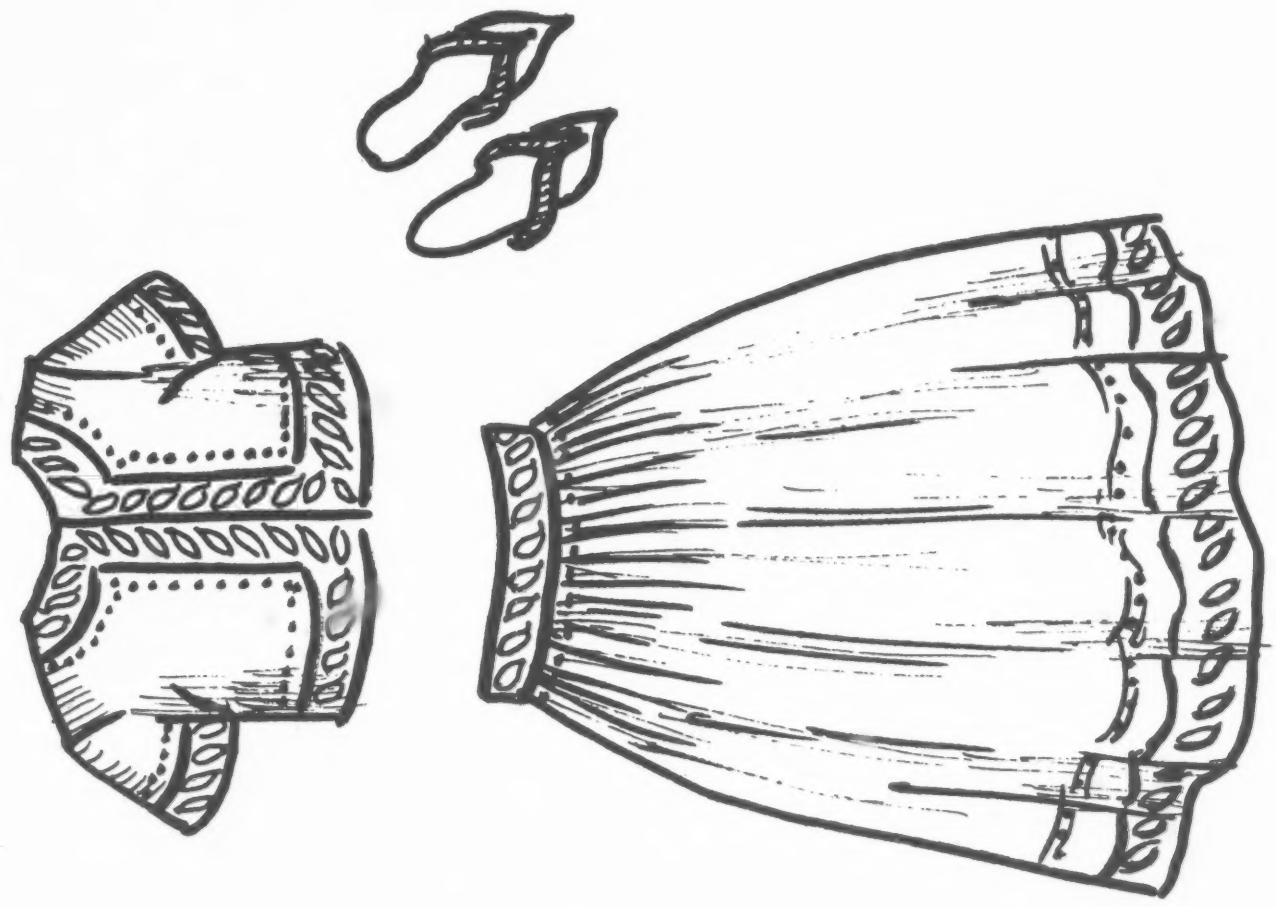
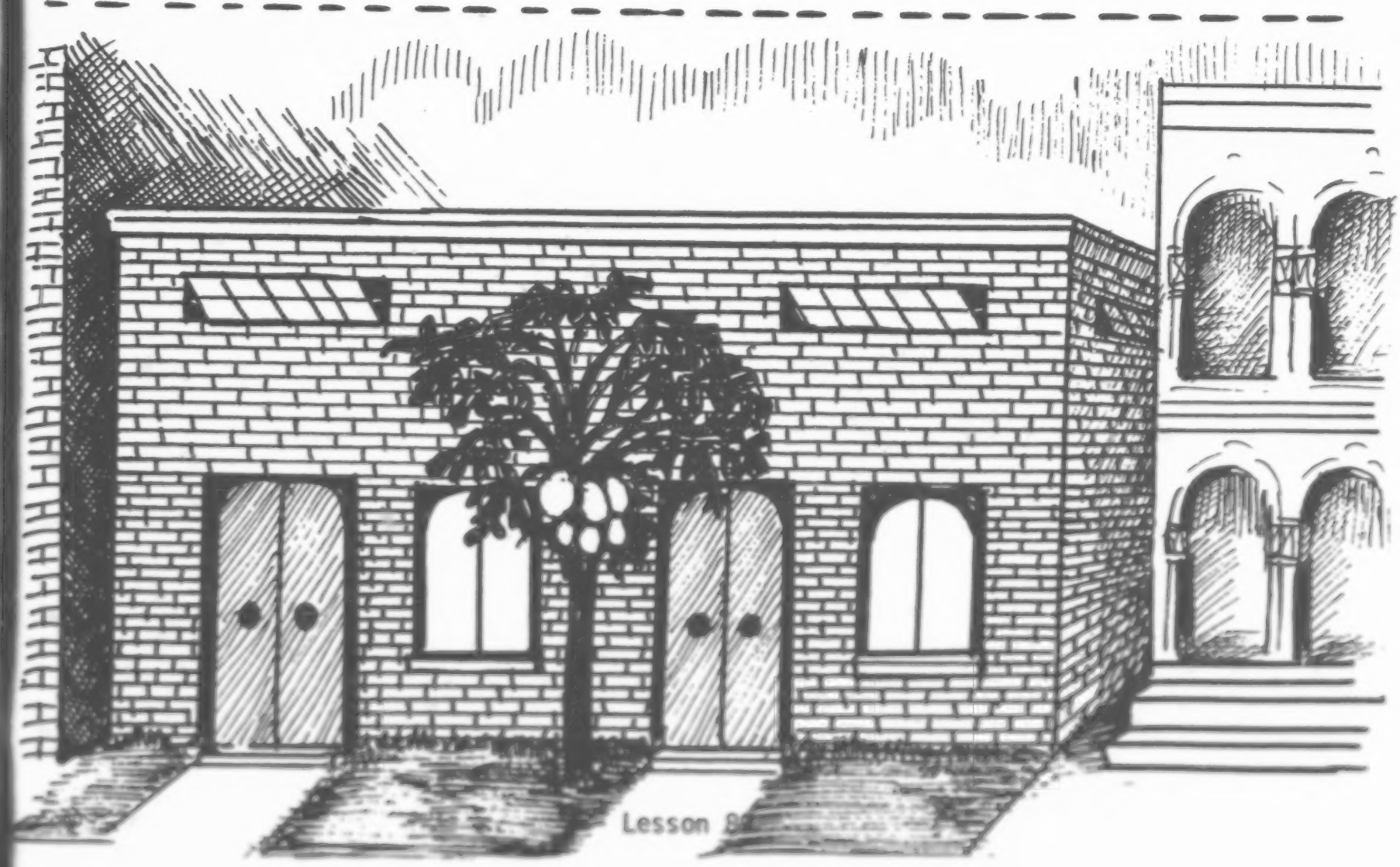


Lesson 89

Lesson 89



Lesson 89

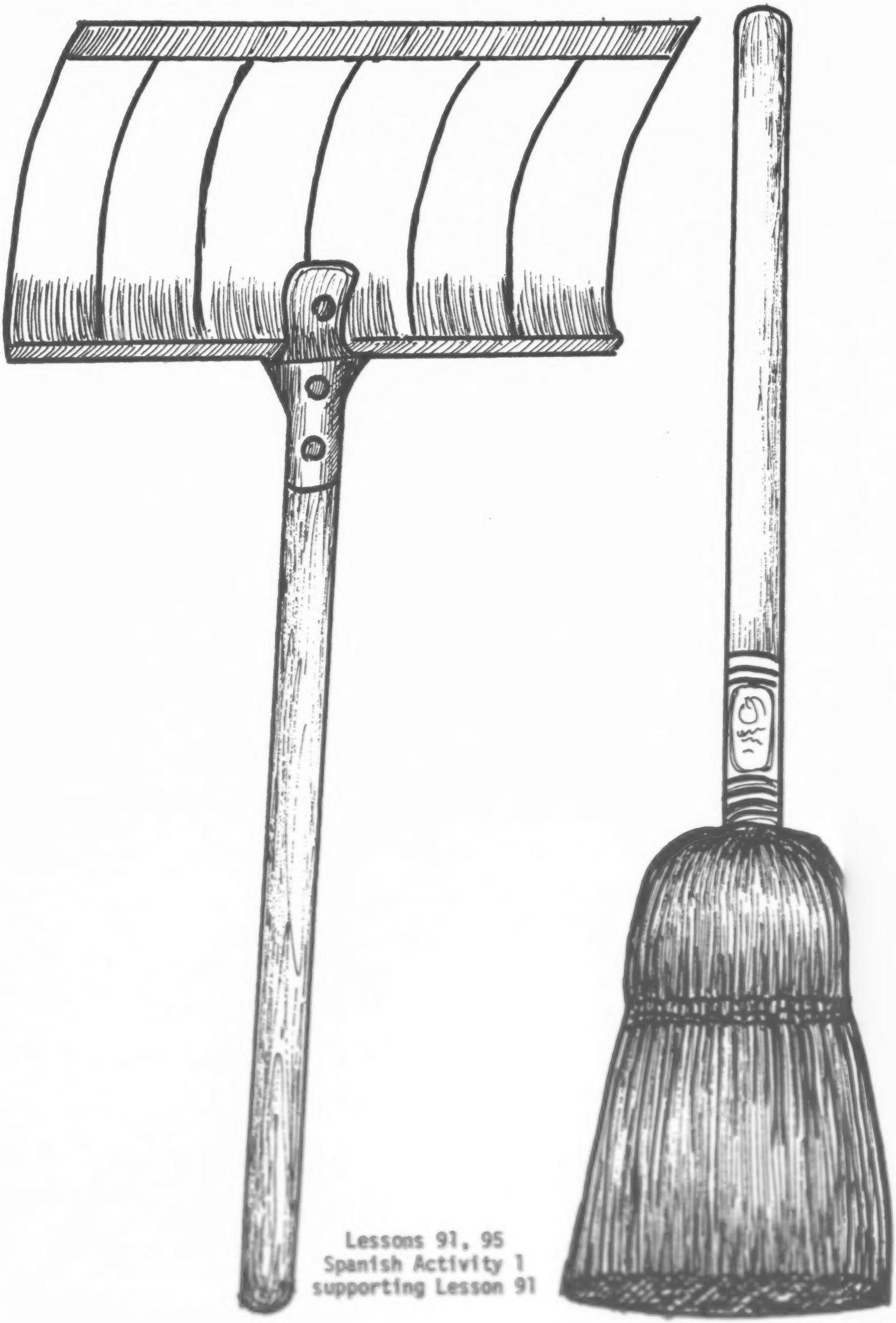


Lesson 8

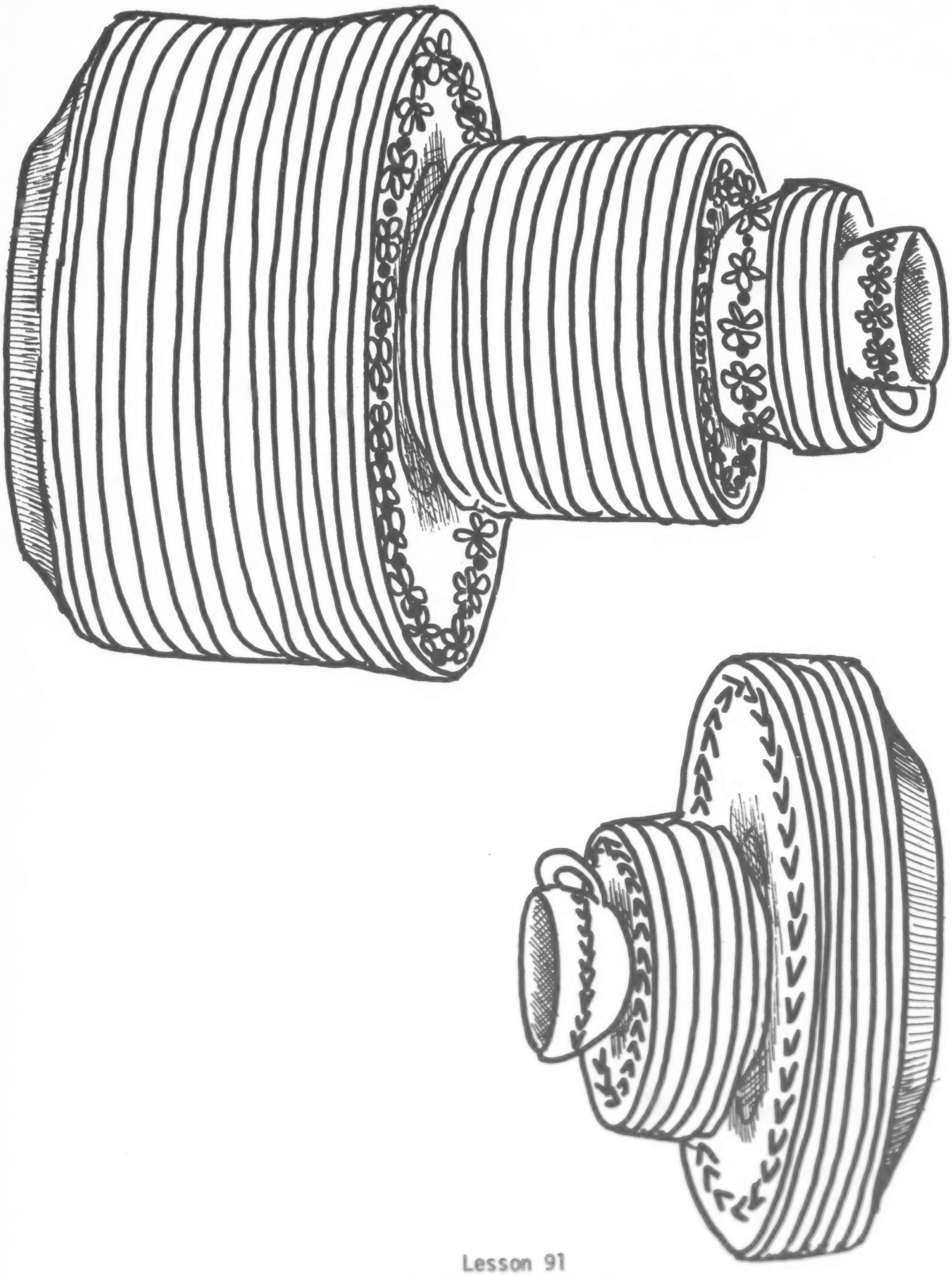
Lesson 89

| | | | |
|---|---|---|---|
| | | | 4-3= ☐ |
| | | 3-2= ☐ | 4-2= ☐ |
| | 2-1= ☐ | 3-1= ☐ | 4-1= ☐ |
| 1-0= ☐ | 2-0= ☐ | 3-0= ☐ | 4-0= ☐ |

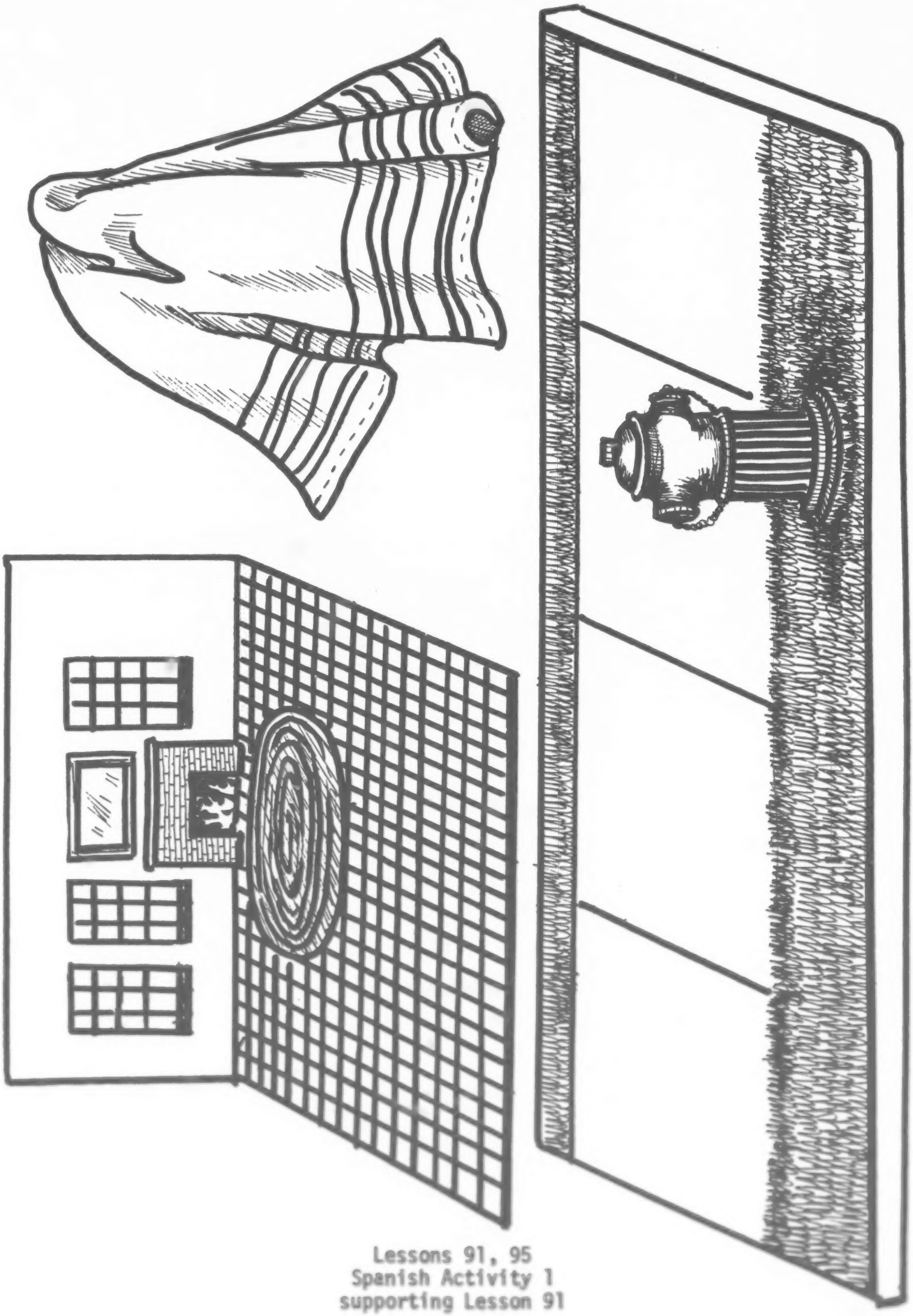
Number Chart Model
Lesson 89



Lessons 91, 95
Spanish Activity 1
supporting Lesson 91



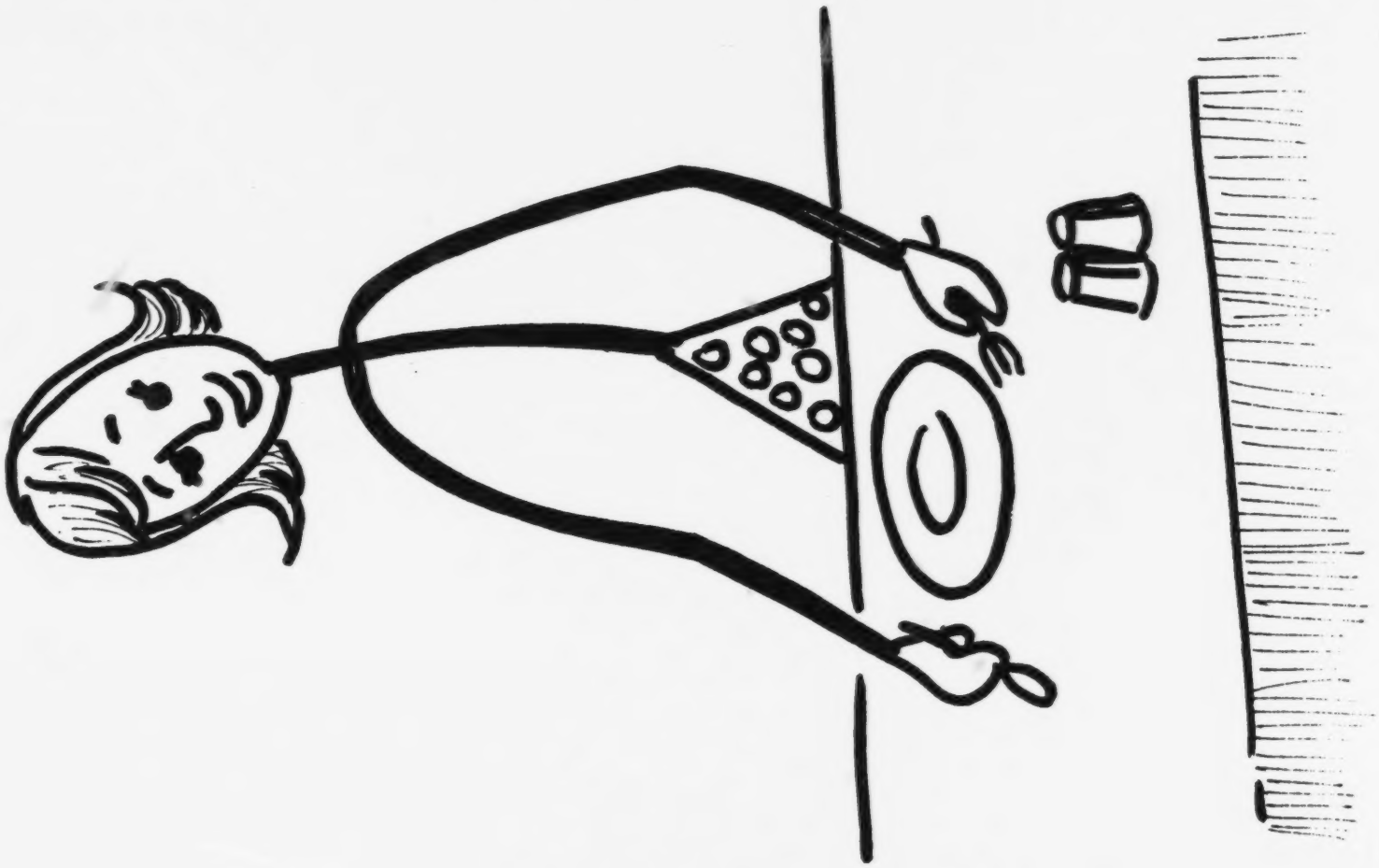
Lesson 91
Spanish Activity 1
supporting Lesson 91



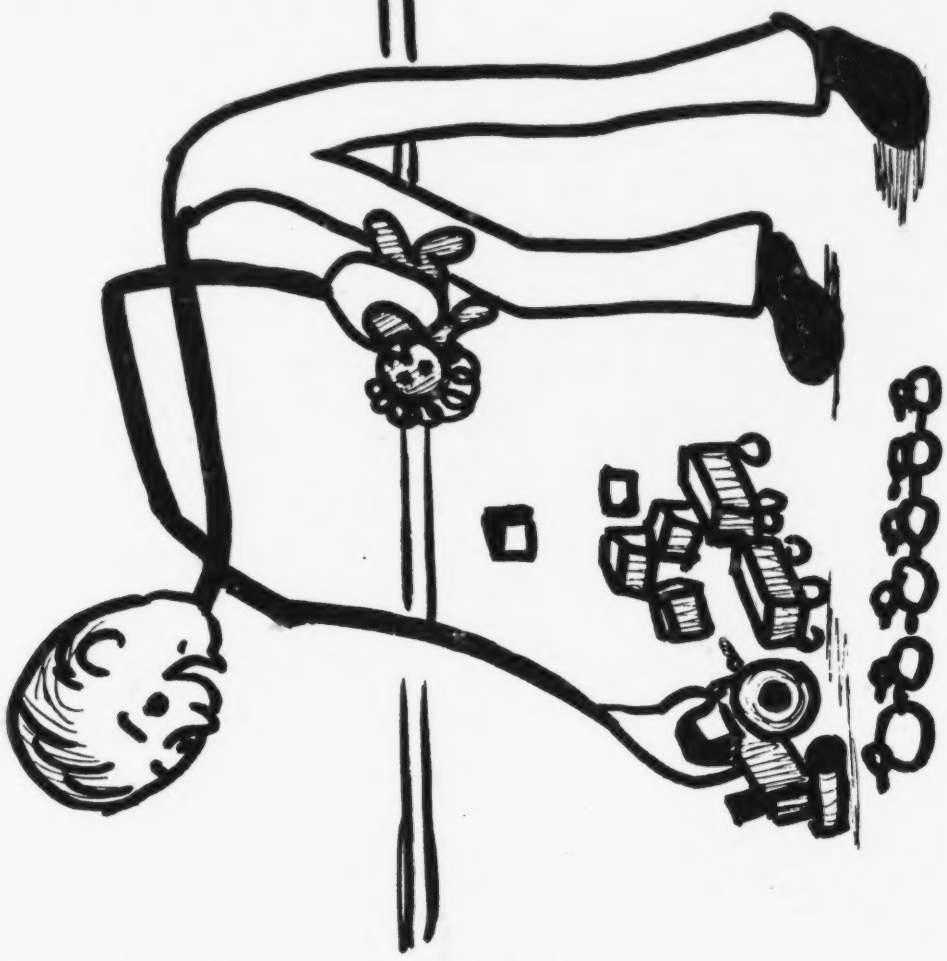
Lessons 91, 95
Spanish Activity 1
supporting Lesson 91

Lessons 92, 93, 100
Spanish Activity 4
supporting Lesson 109

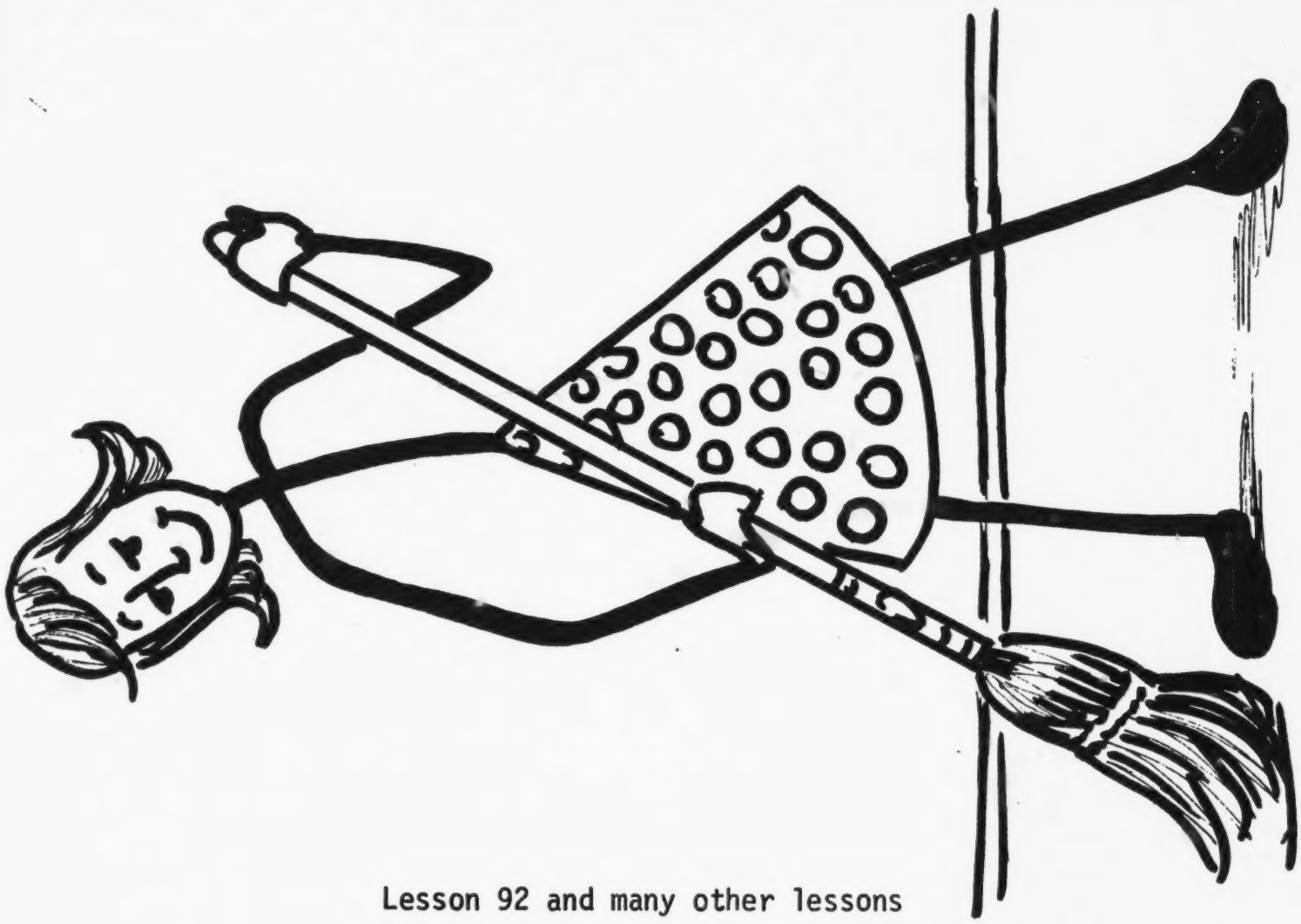
Lesson 92 and many other lessons



Lesson 92 and many other lessons

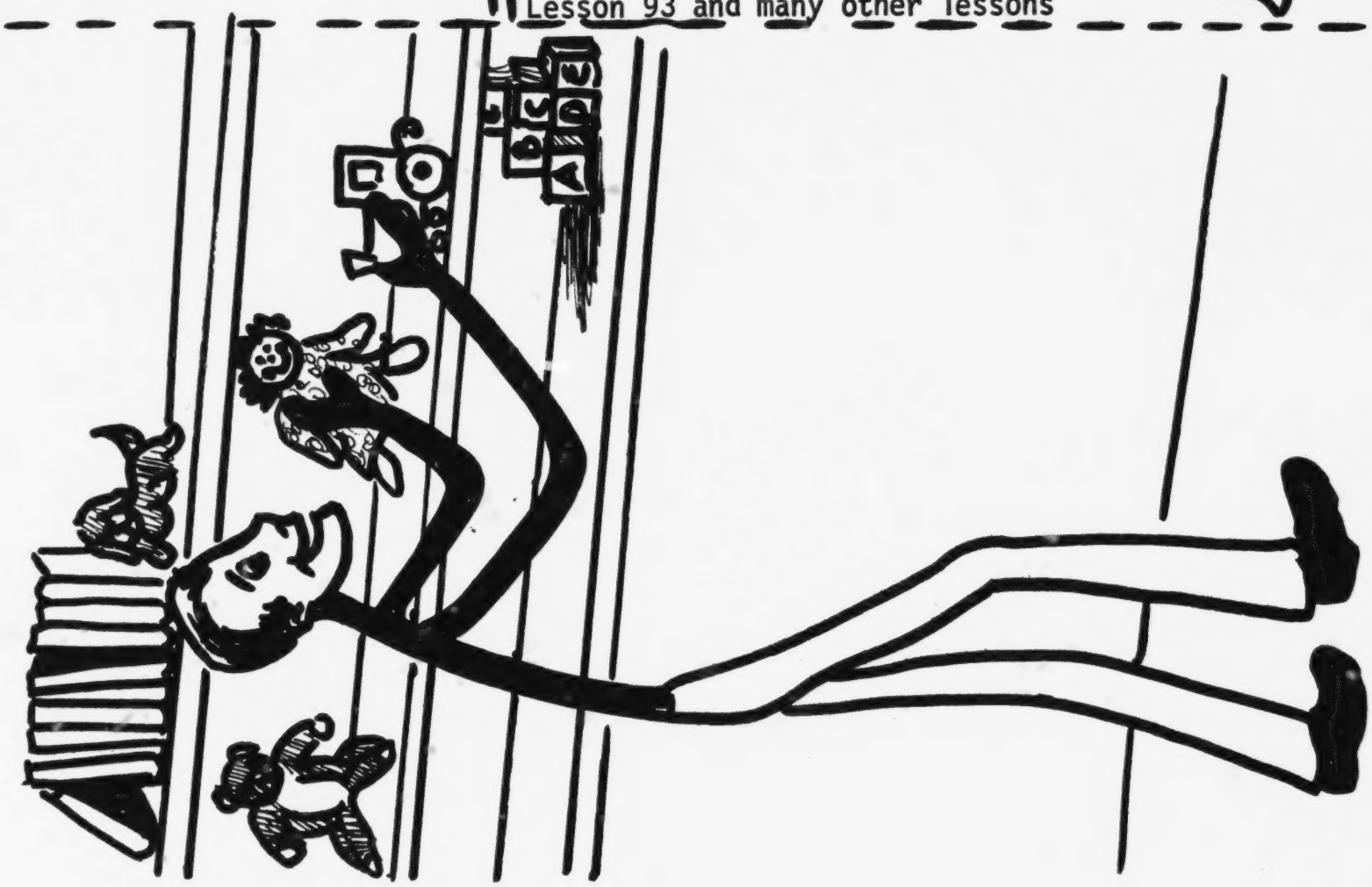


Lesson 92 and many other lessons

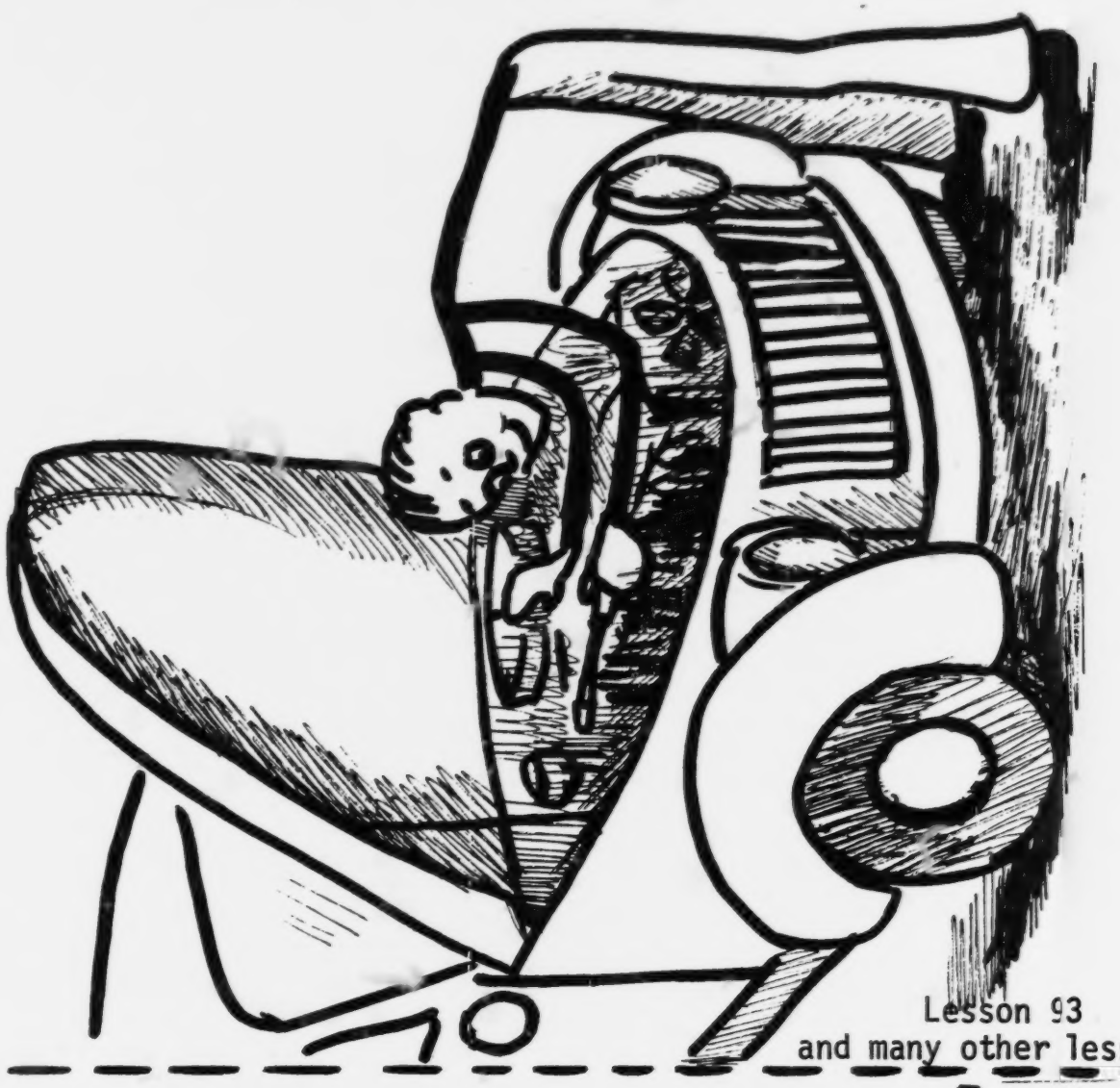


Lesson 92 and many other lessons

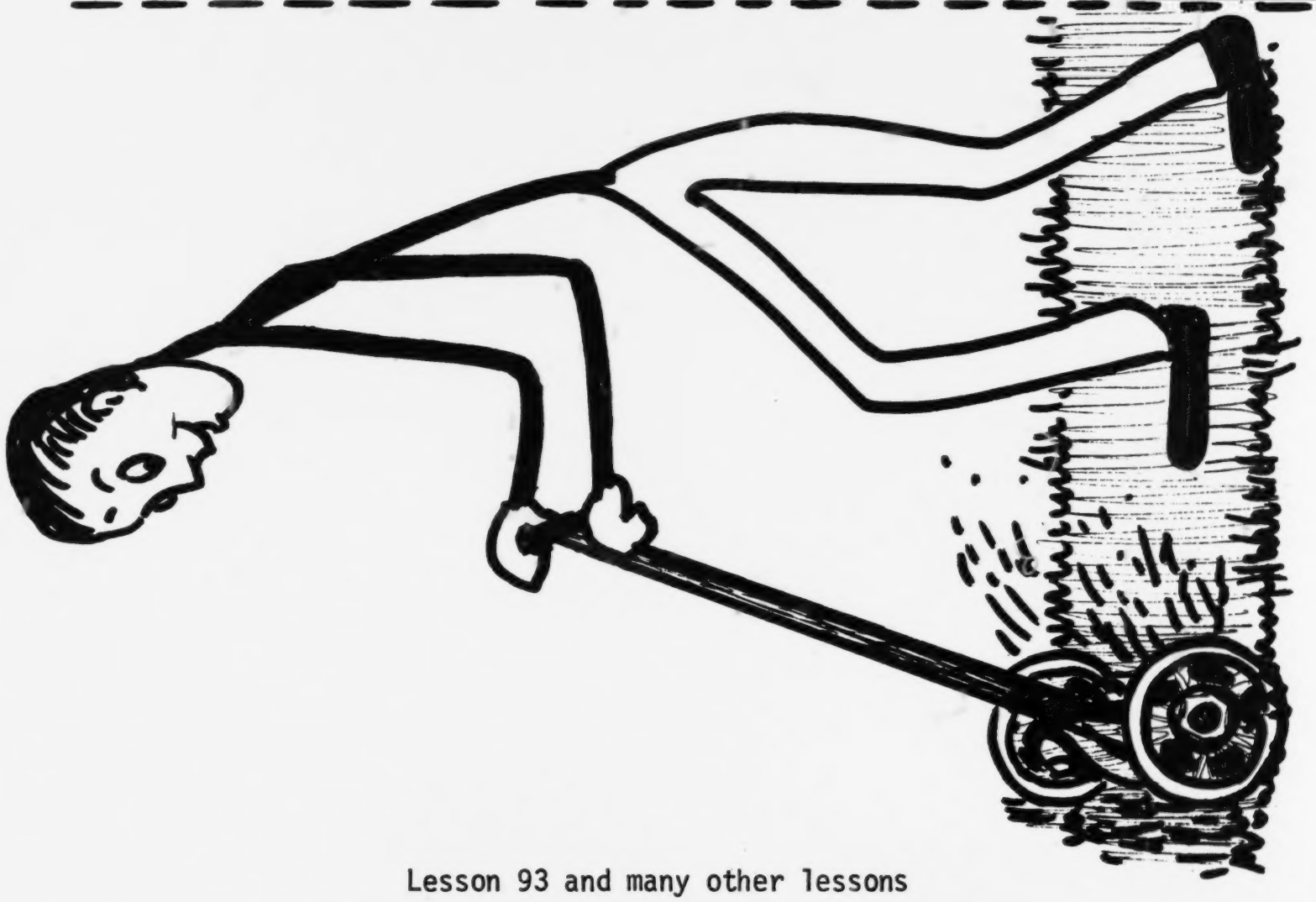
Lesson 93 and many other lessons



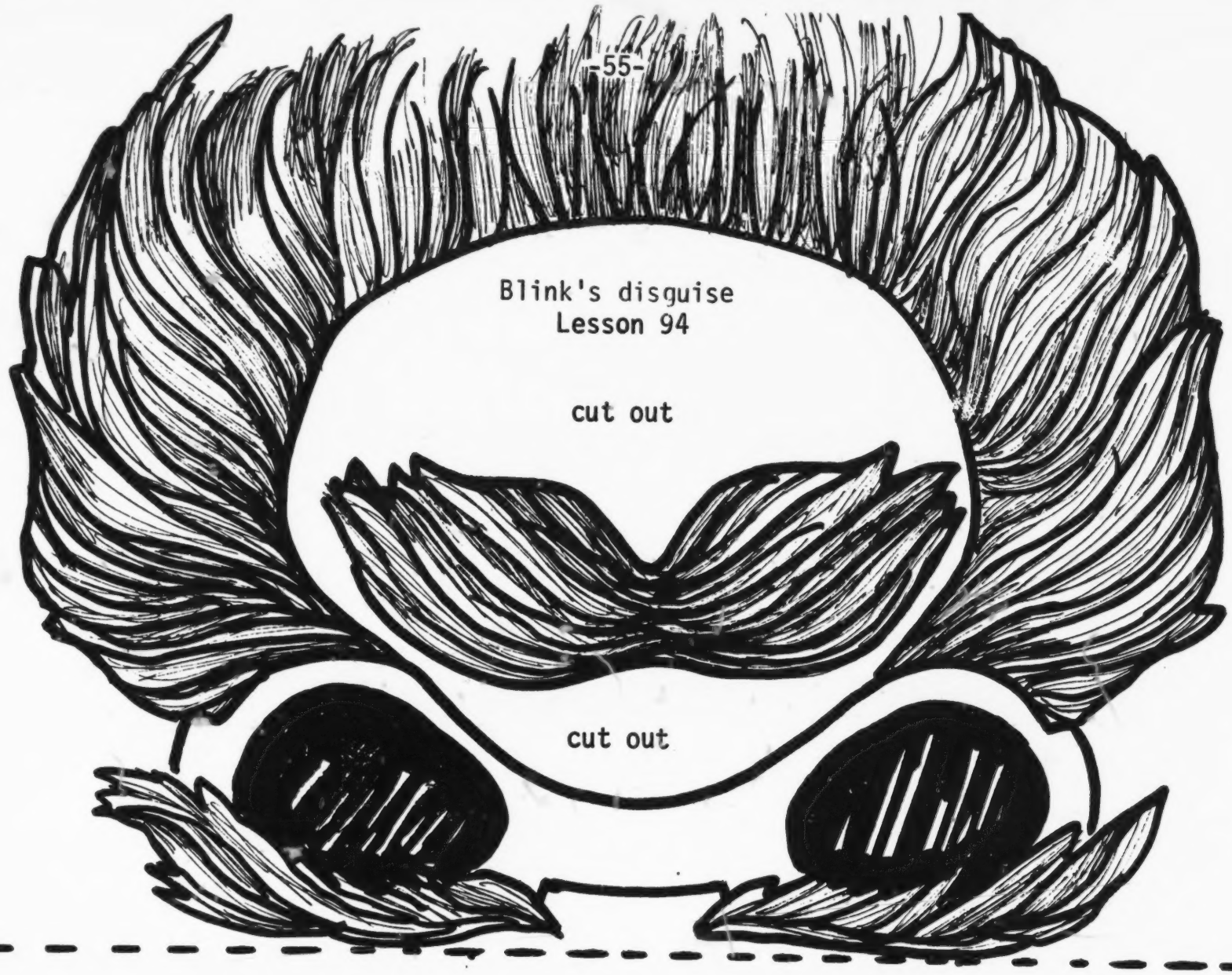
Lesson 92 and many other lessons



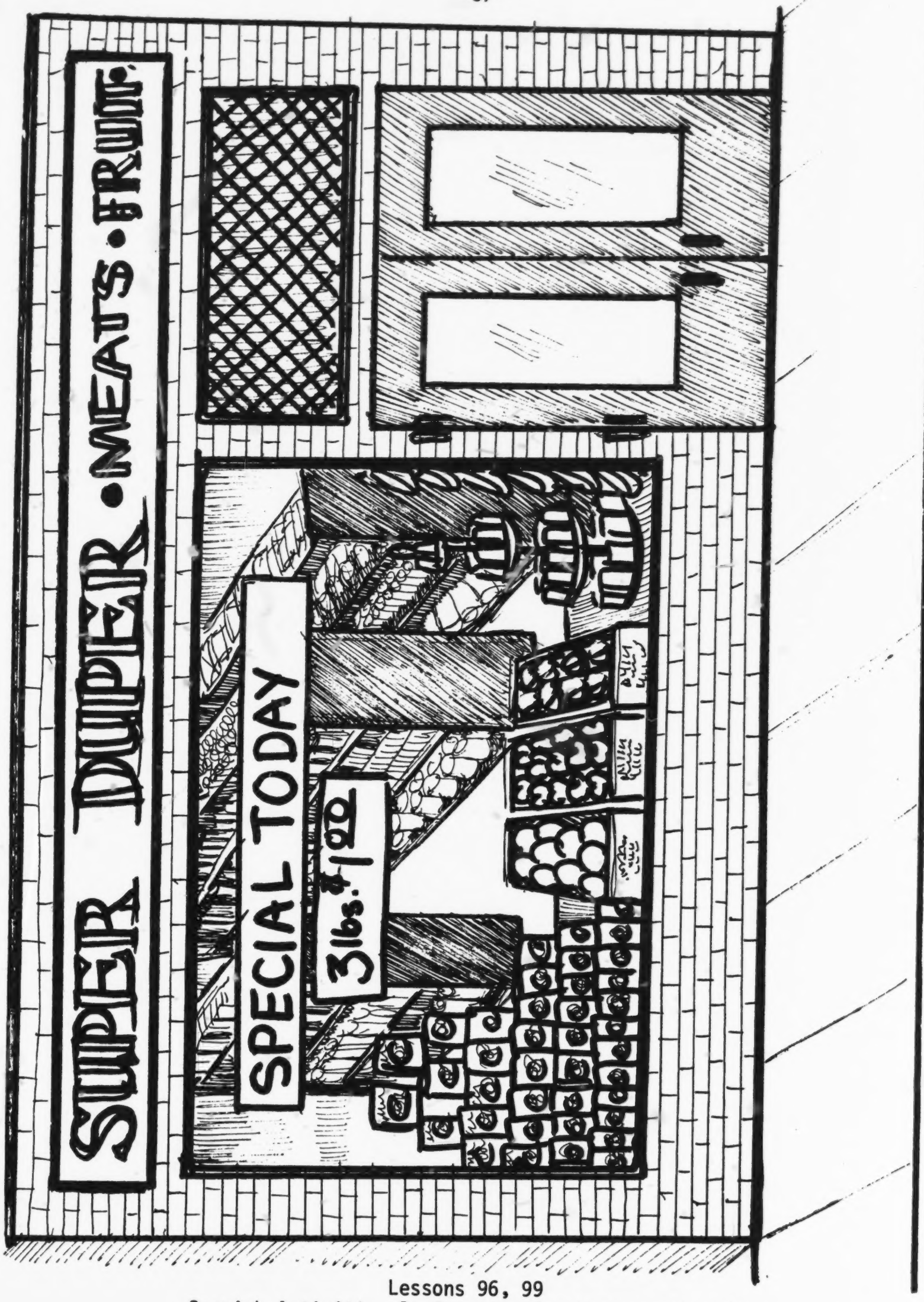
Lesson 93
and many other lessons



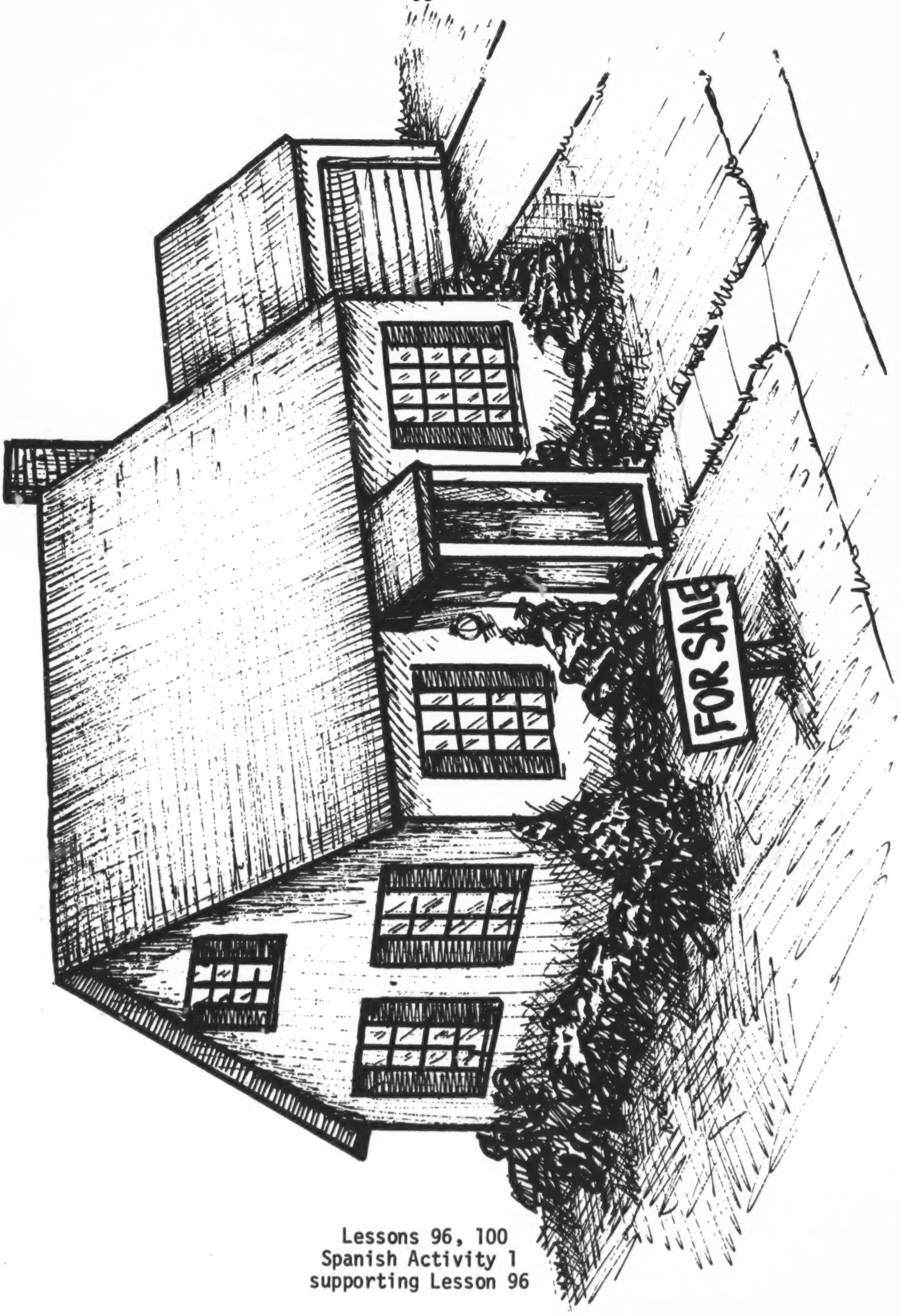
Lesson 93 and many other lessons


Blink's disguise
Lesson 94
cut out
cut out

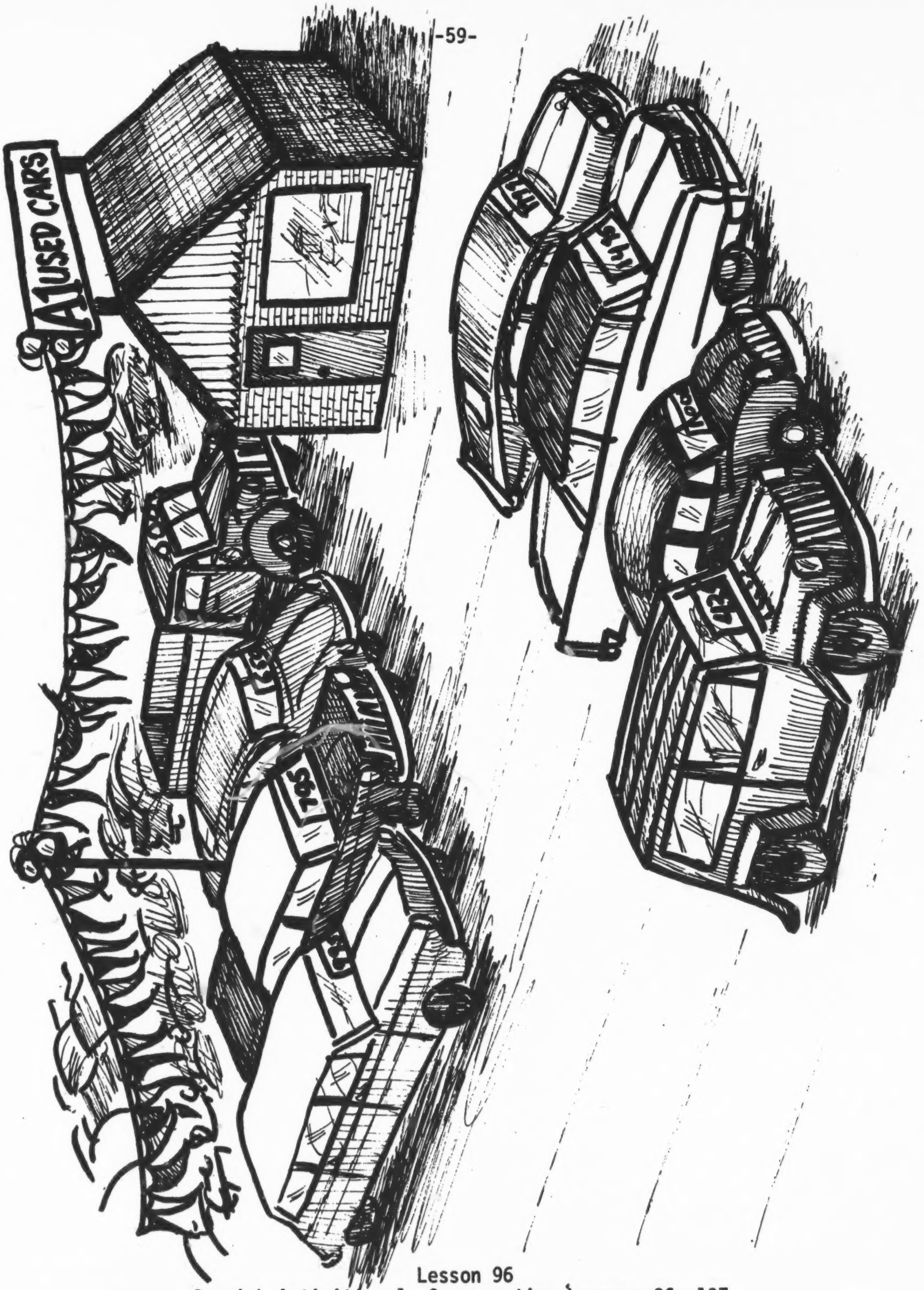
Lesson 94



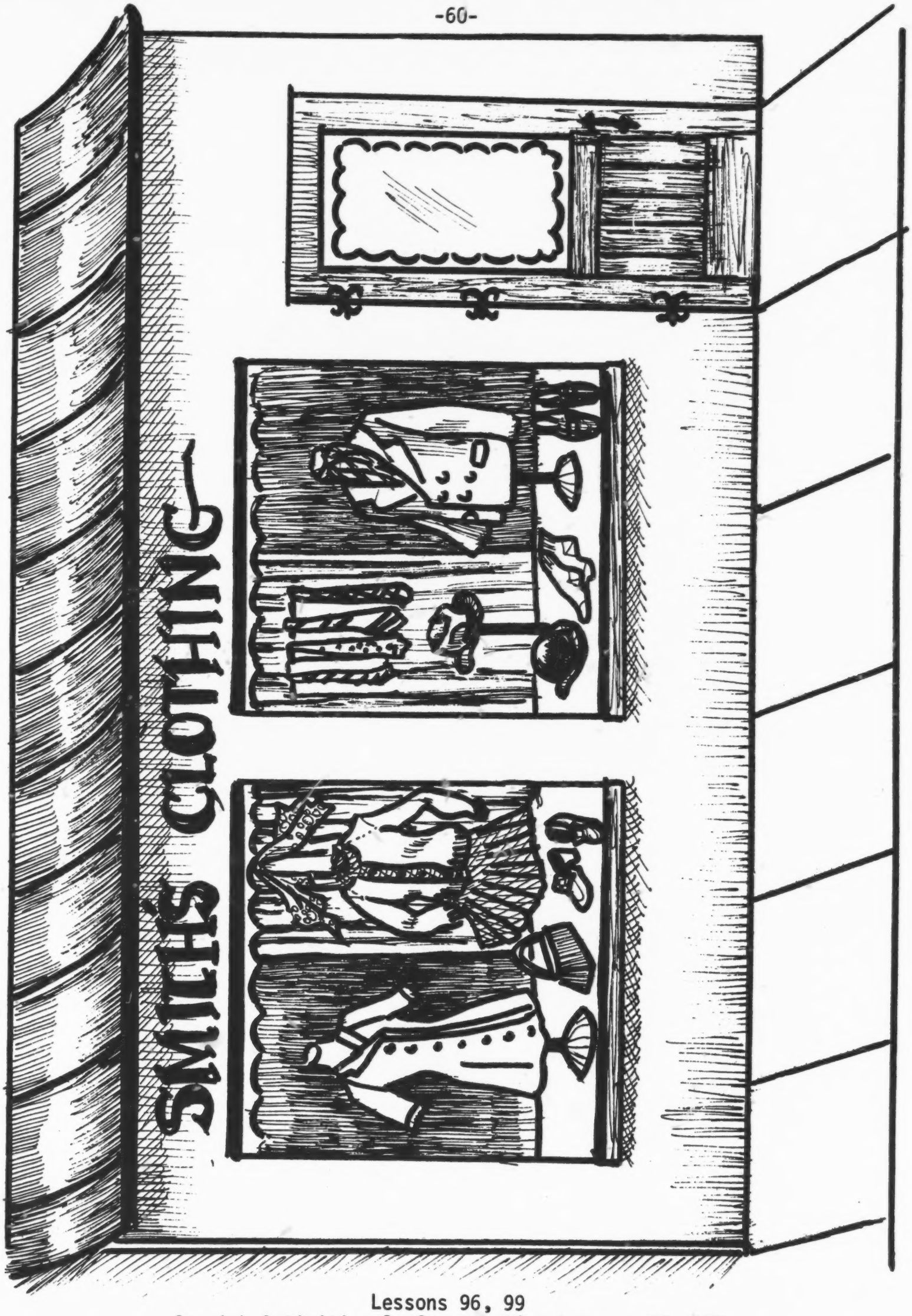

Lessons 96, 99
Spanish Activities 1, 2 supporting Lessons 96, 107



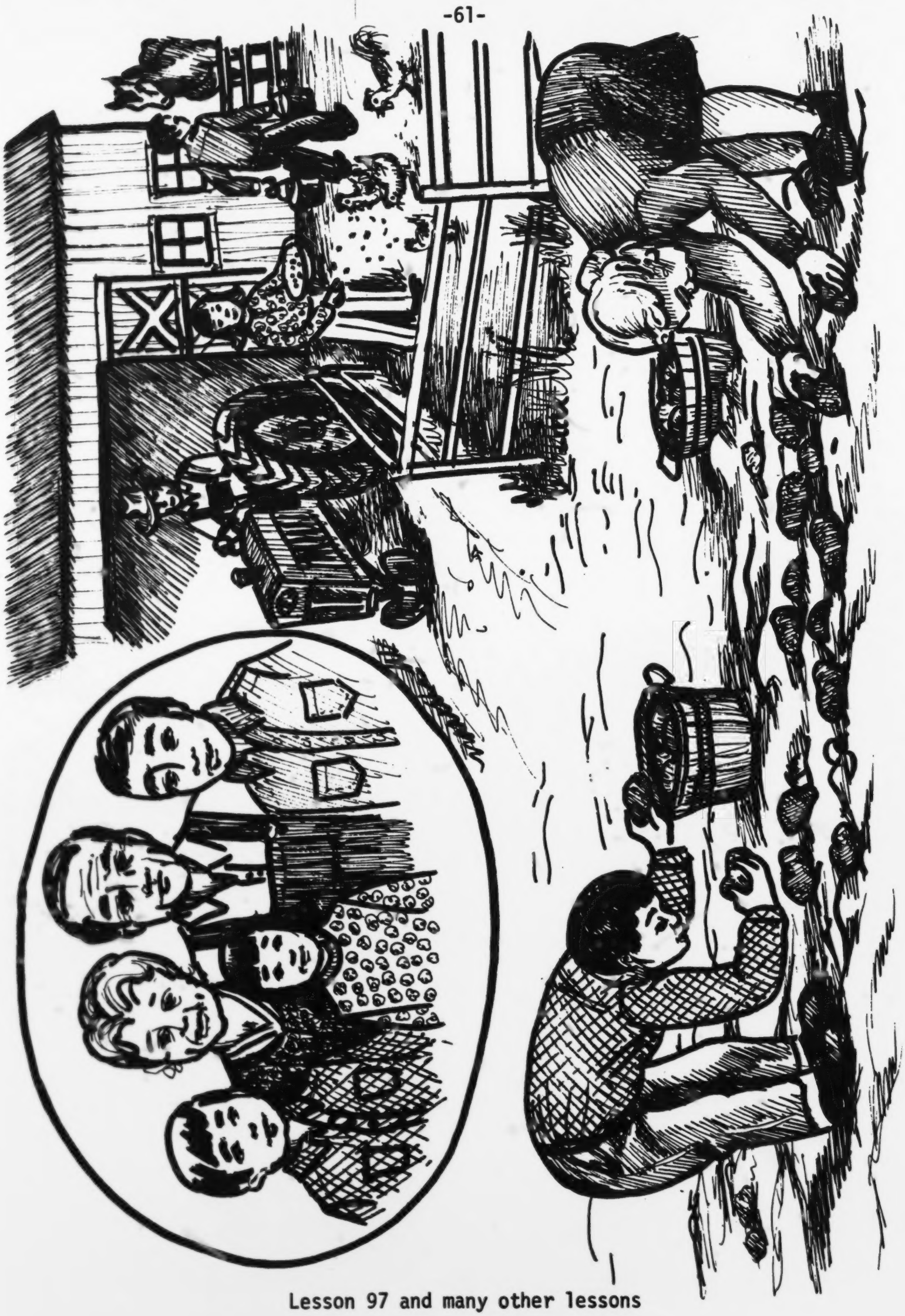

Lessons 96, 100
Spanish Activity 1
supporting Lesson 96



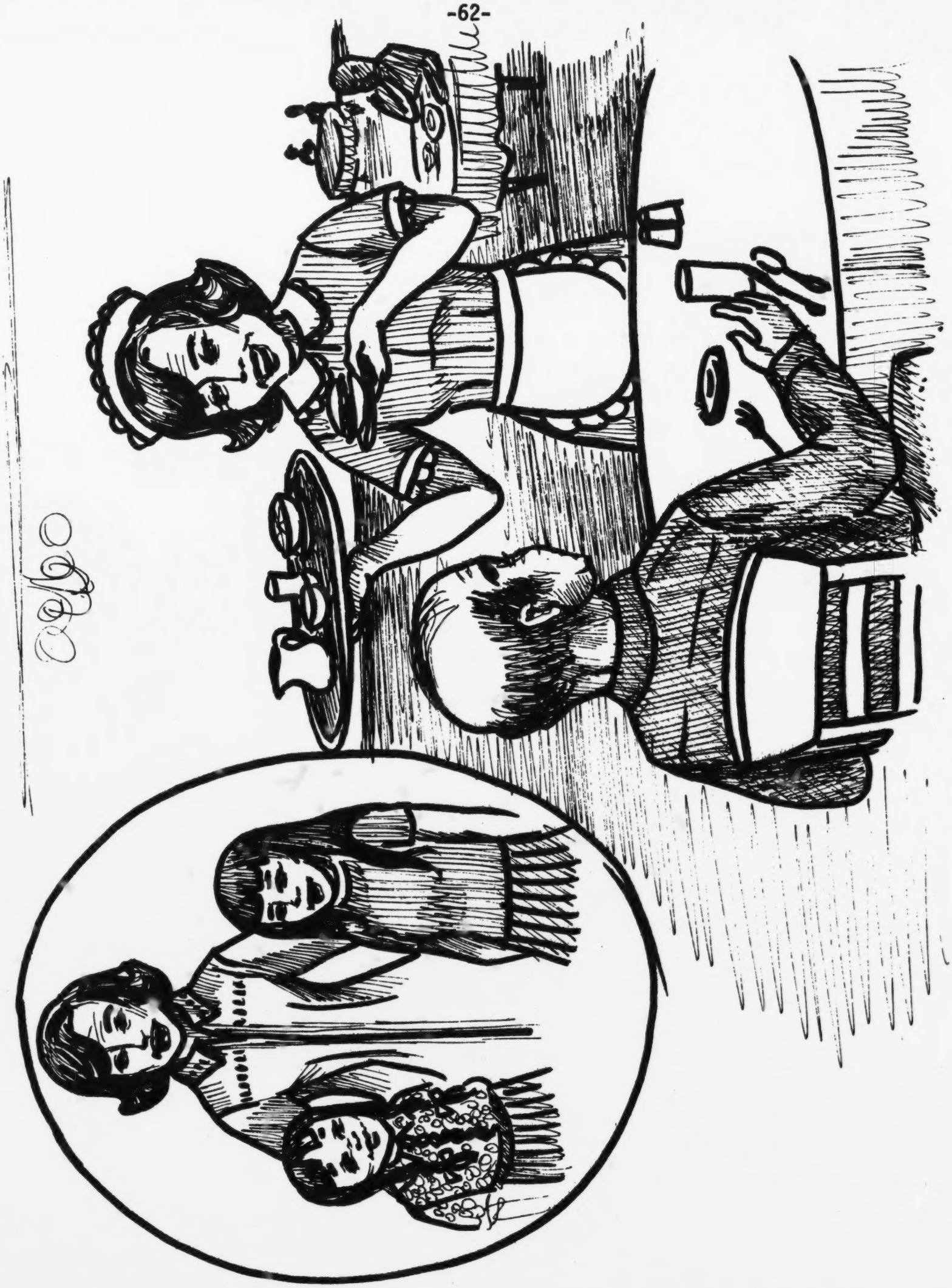

Lesson 96
Spanish Activities 1, 2 supporting Lessons 96, 107




Lessons 96, 99
Spanish Activities 1, 2 supporting Lessons 96, 107

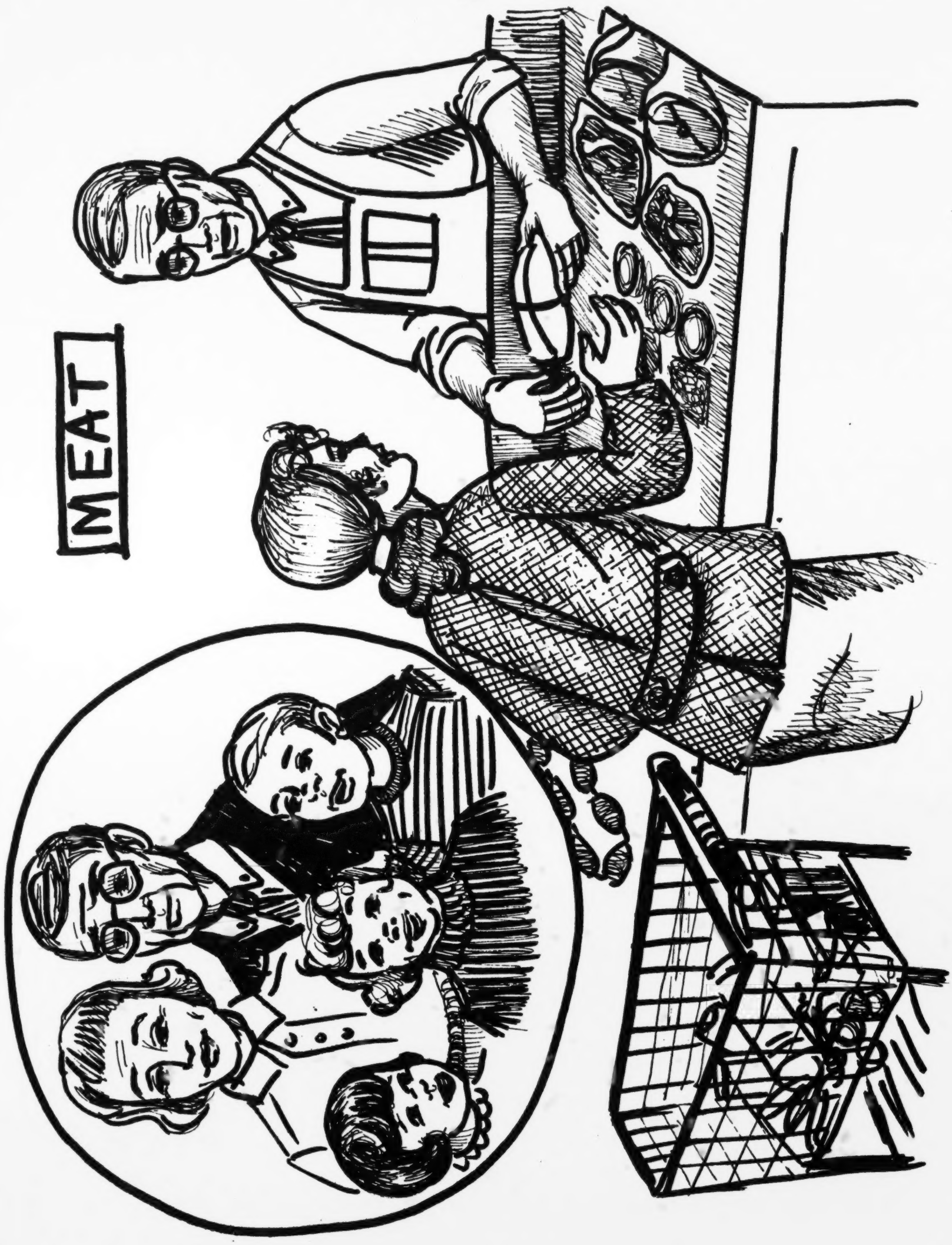


Lesson 97 and many other lessons



Lesson 97 and many other lessons

Lesson 97 and many other lessons

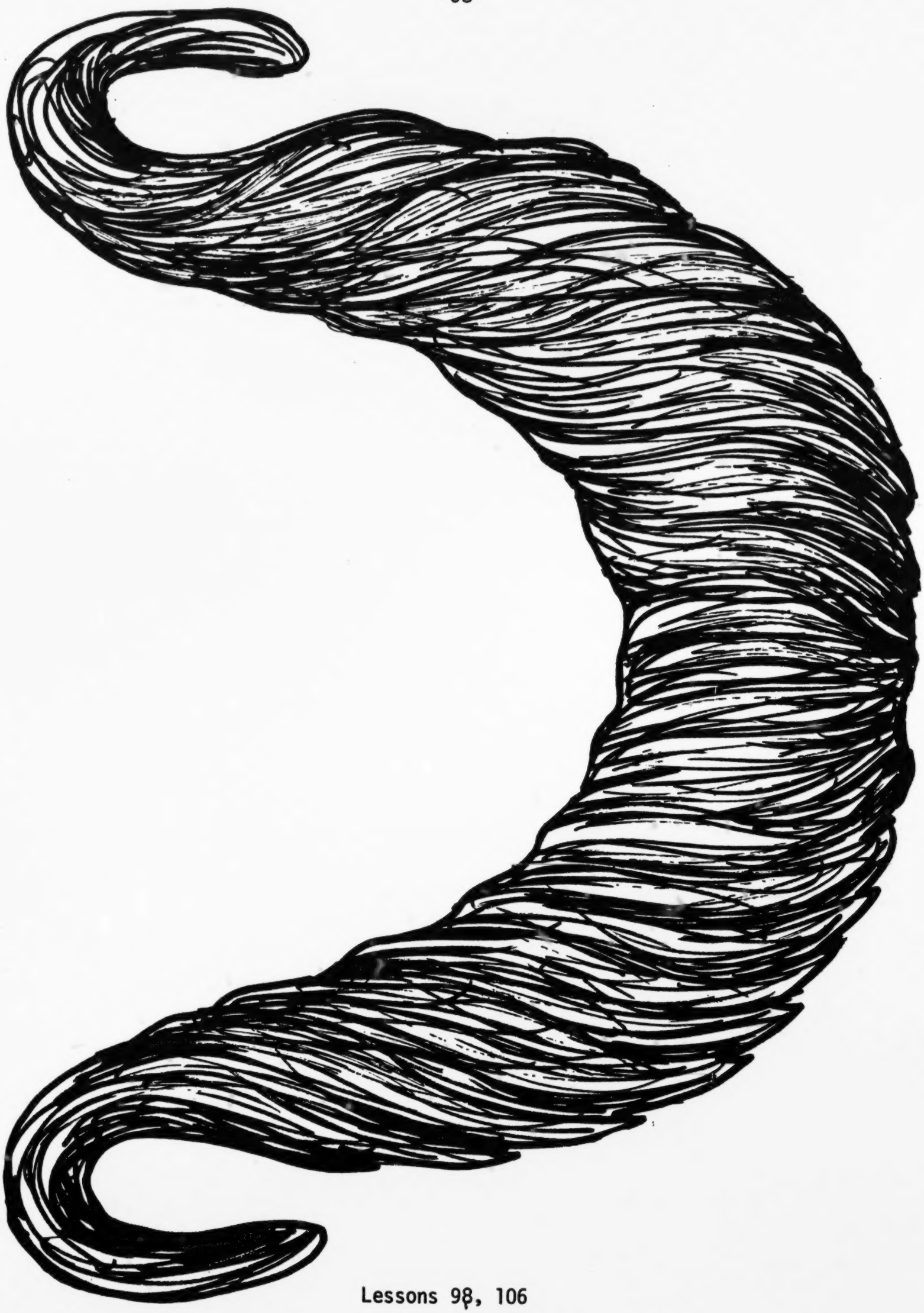



Lesson 97 and many other lessons

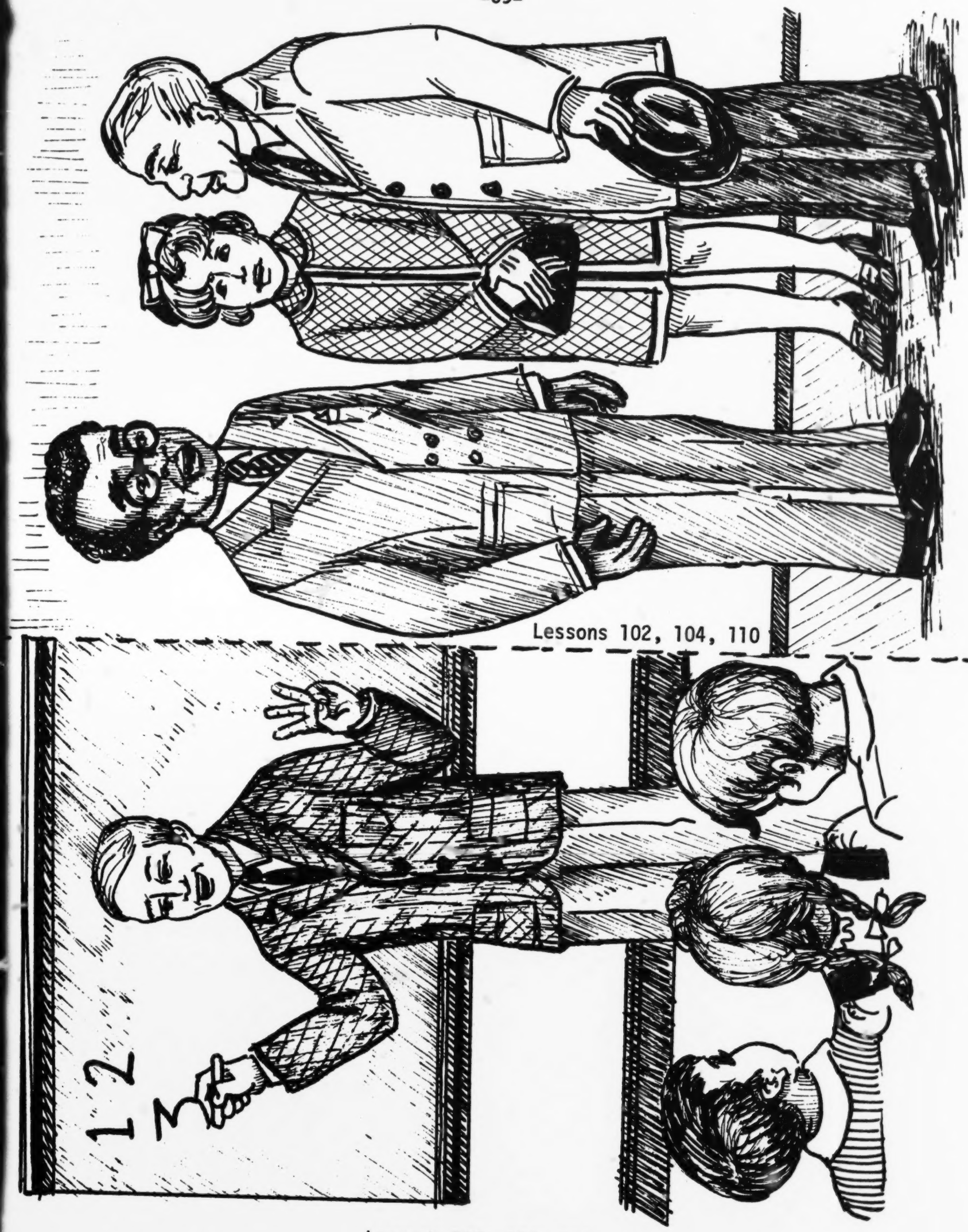
Lesson 97 and many other lessons

Lessons 98, 100
Spanish Activities 2, 4 supporting Lessons 107, 109

Lesson 98

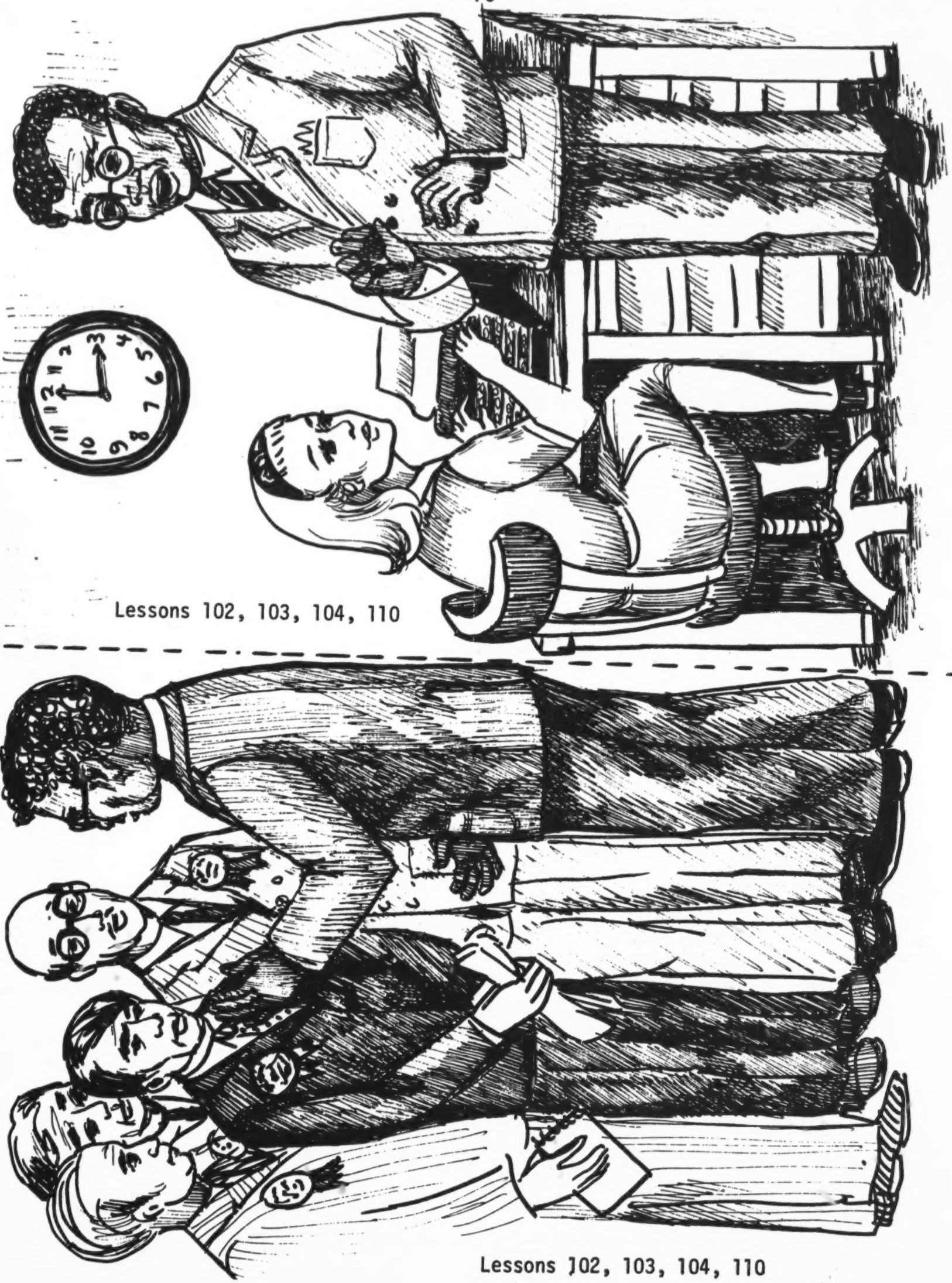


Lessons 98, 106



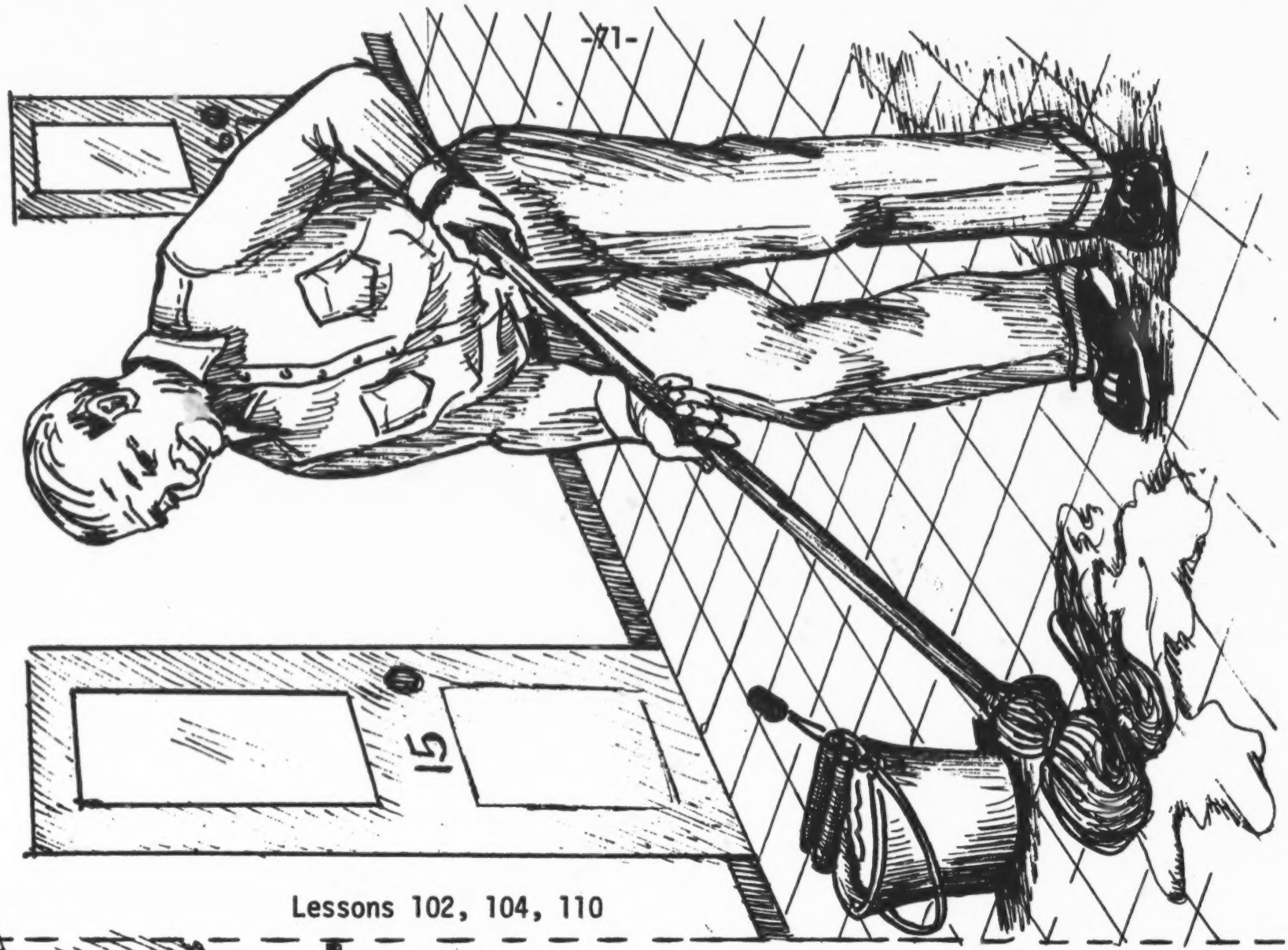
Lessons 102, 104, 110

Lessons 102, 104, 110

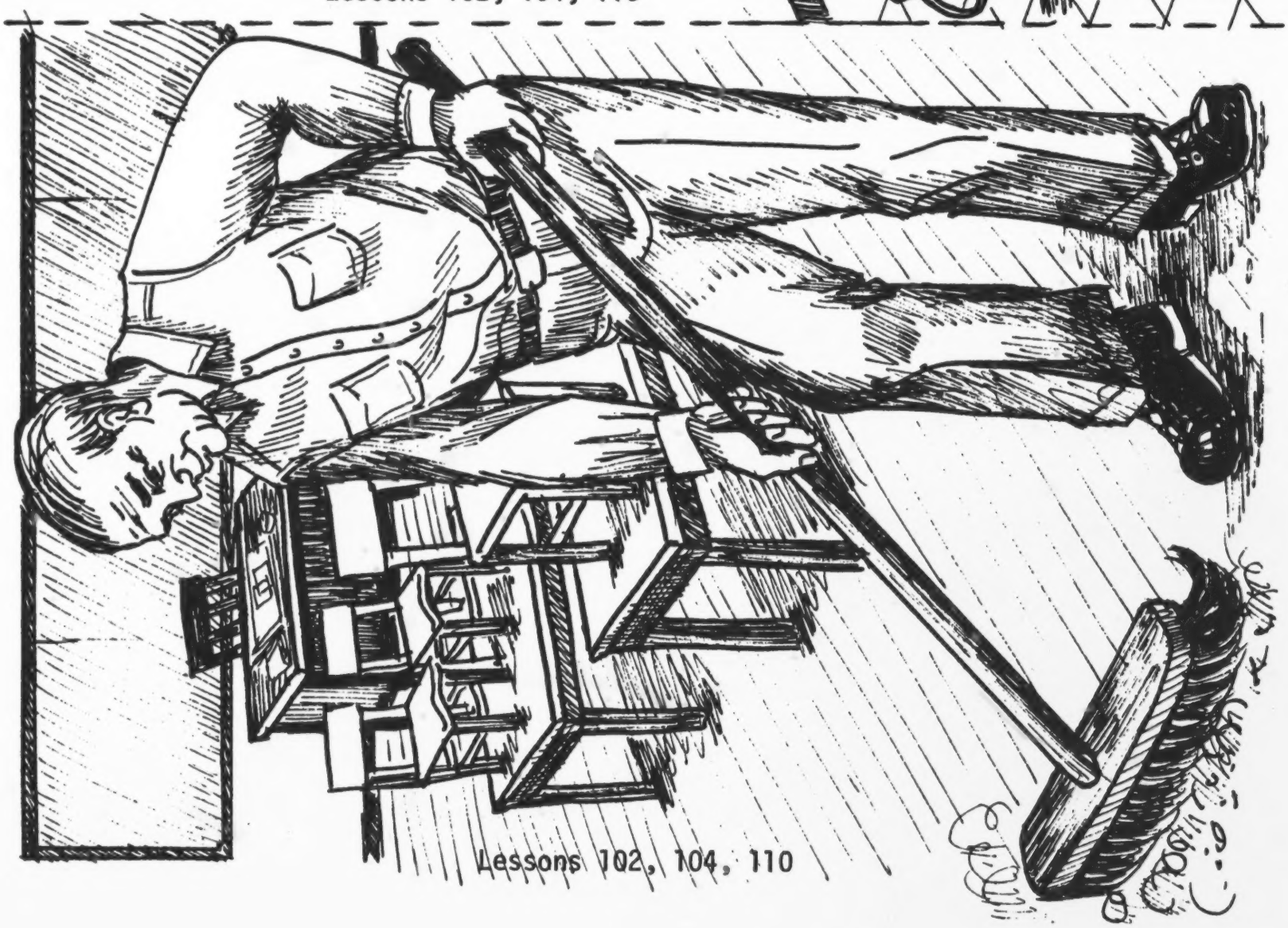


Lessons 102, 103, 104, 110

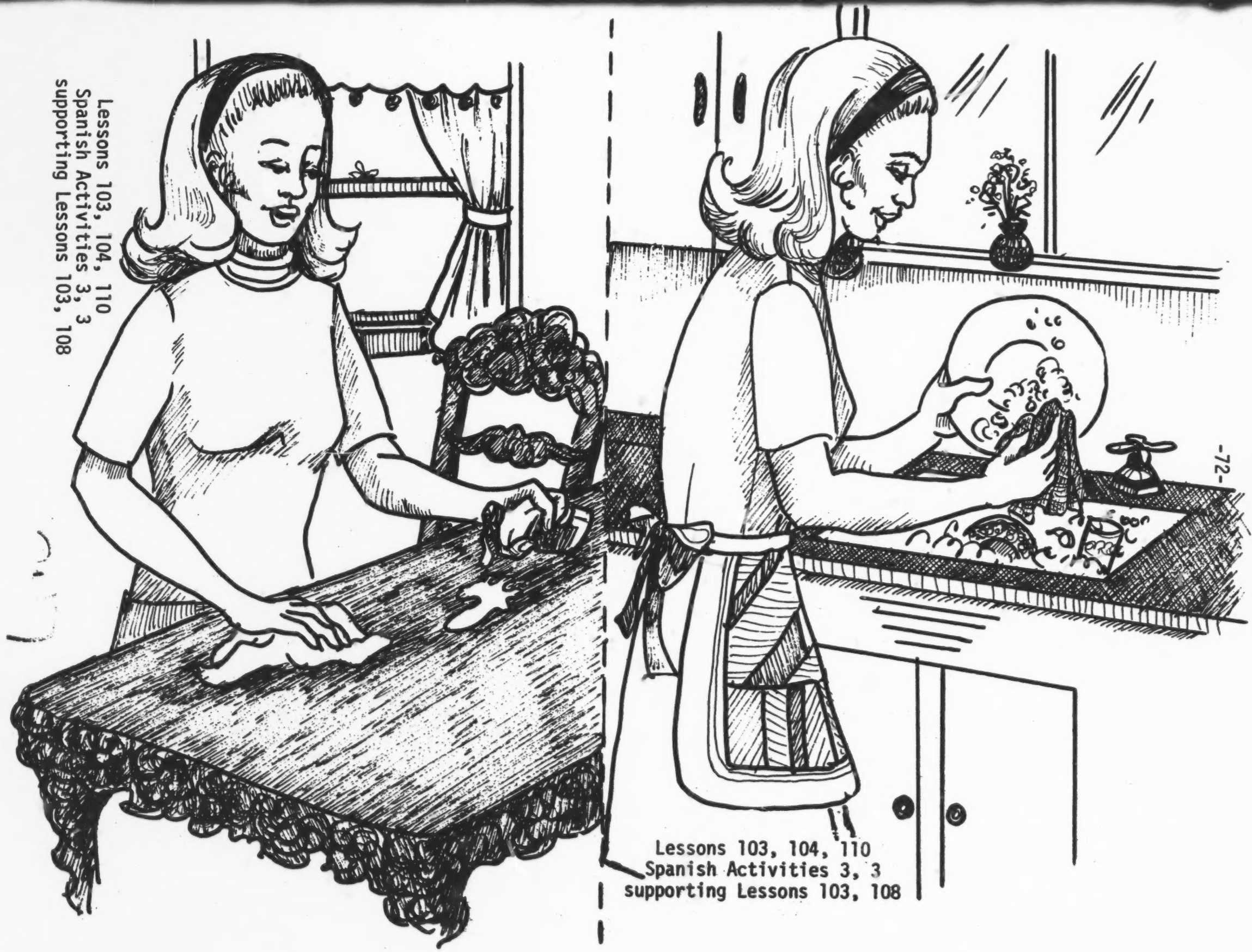
Lessons 102, 103, 104, 110



Lessons 102, 104, 110

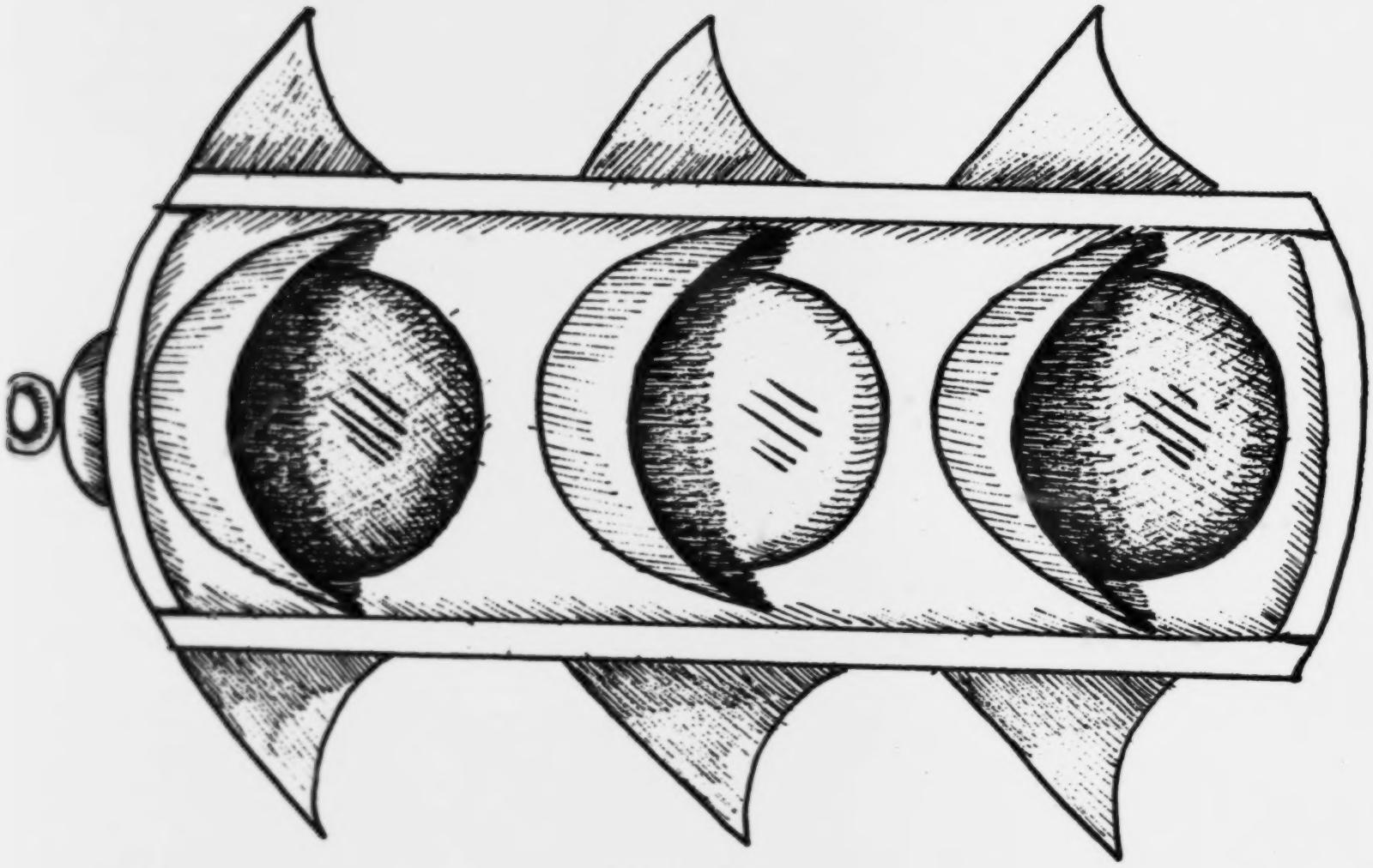


Lessons 102, 104, 110

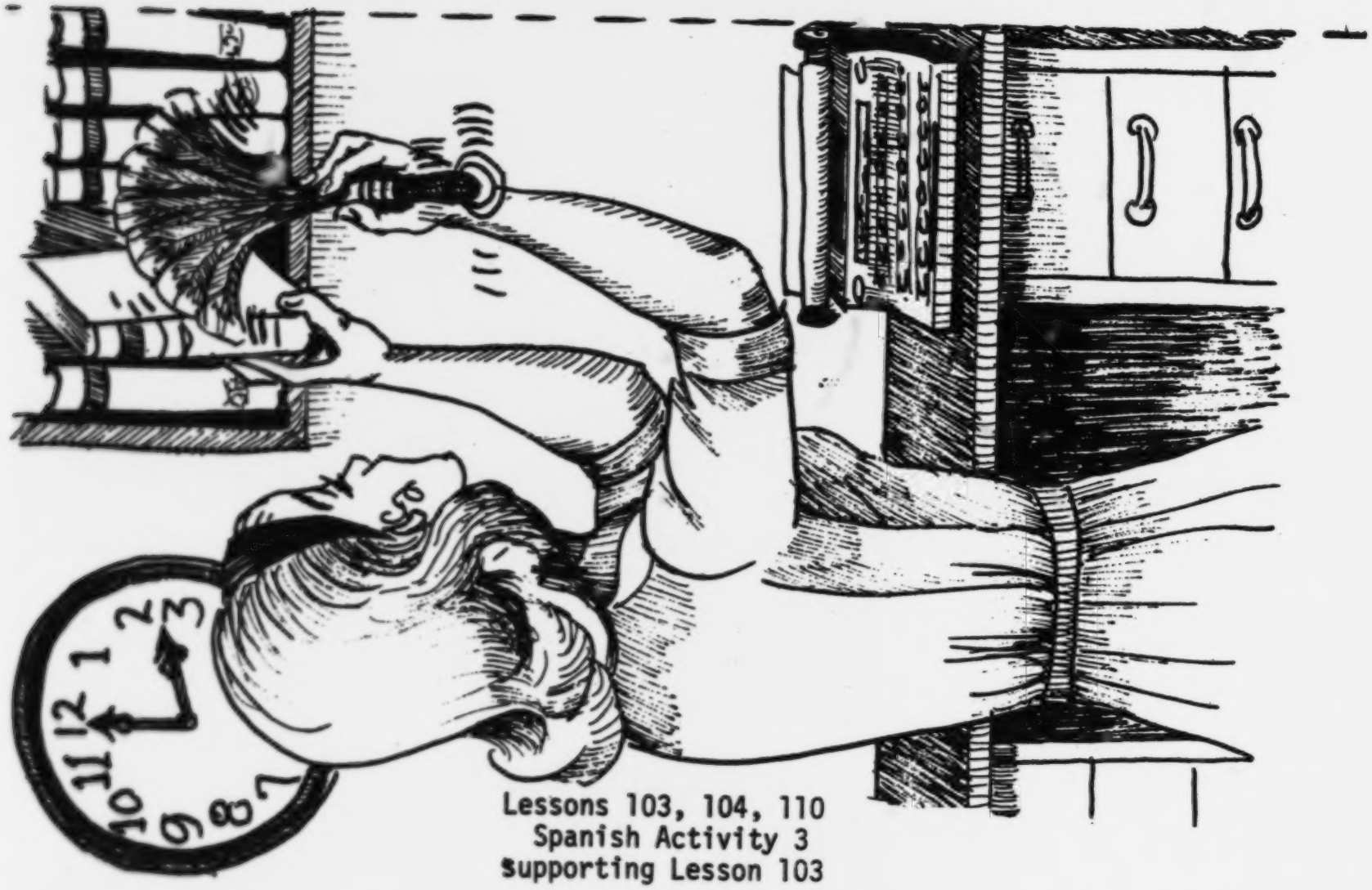


Lessons 103, 104, 110
Spanish Activities 3, 3
supporting Lessons 103, 108

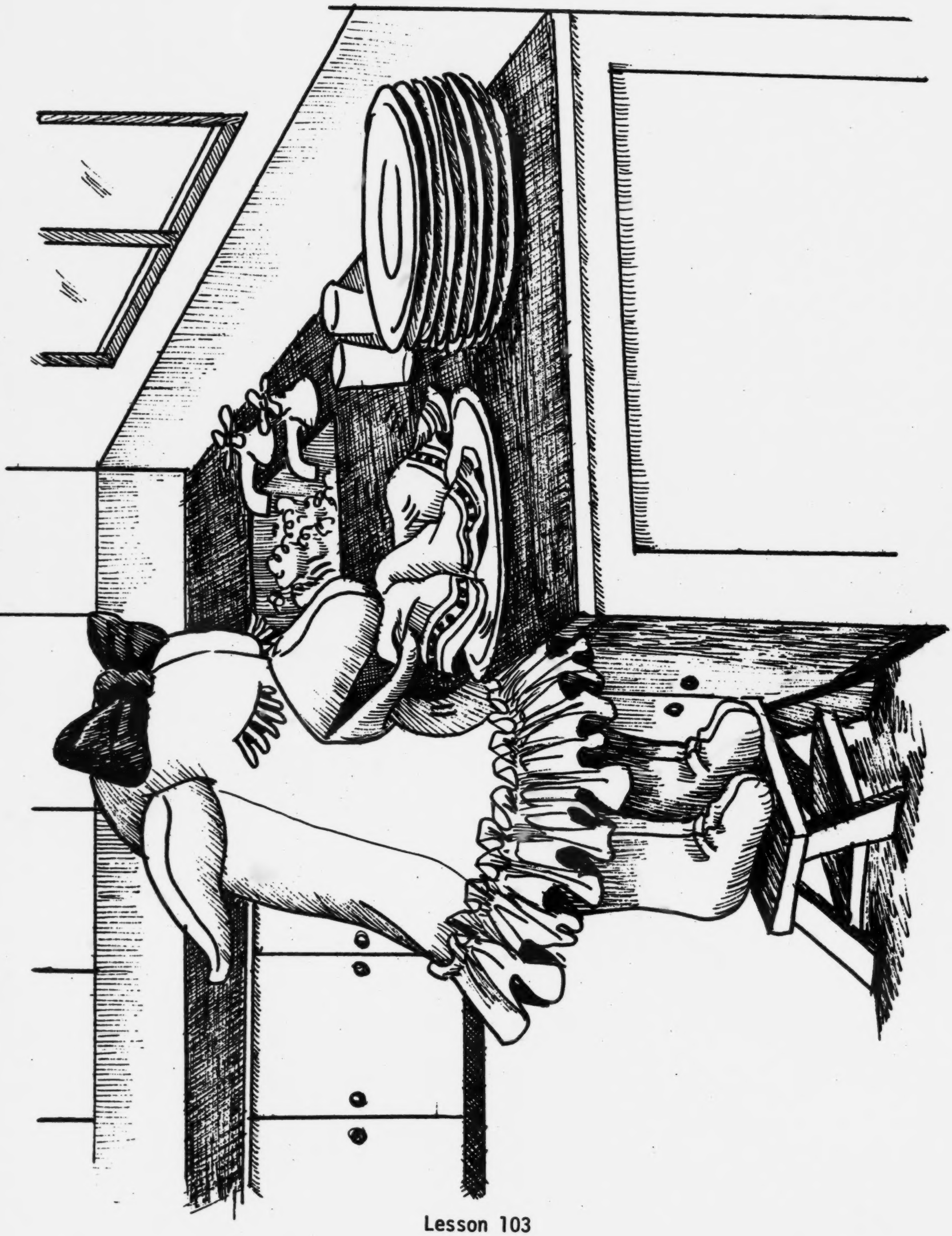
Lessons 103, 104, 110
Spanish Activities 3, 3
supporting Lessons 103, 108



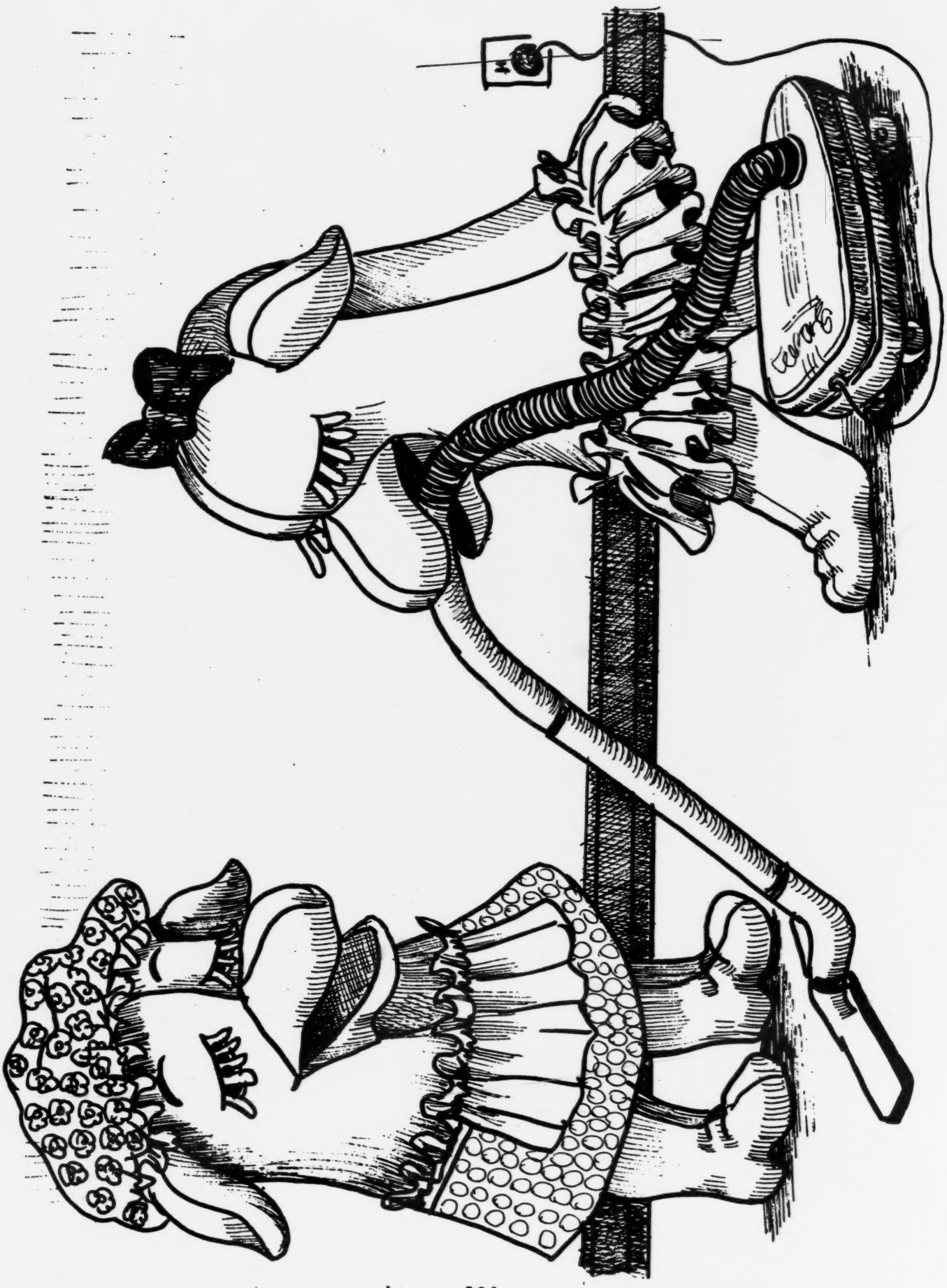
Lesson 111



Lessons 103, 104, 110
Spanish Activity 3
Supporting Lesson 103



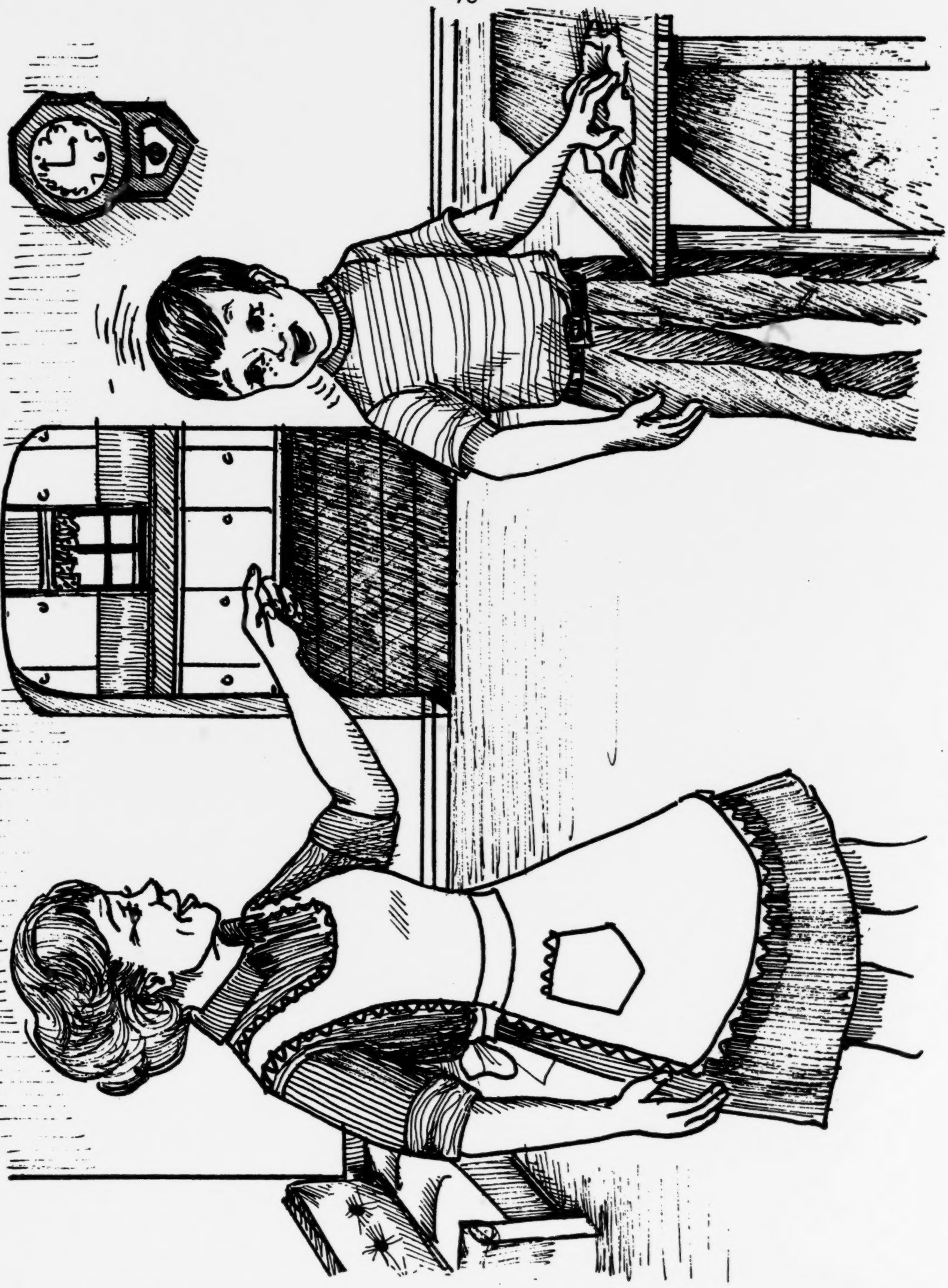
Lesson 103



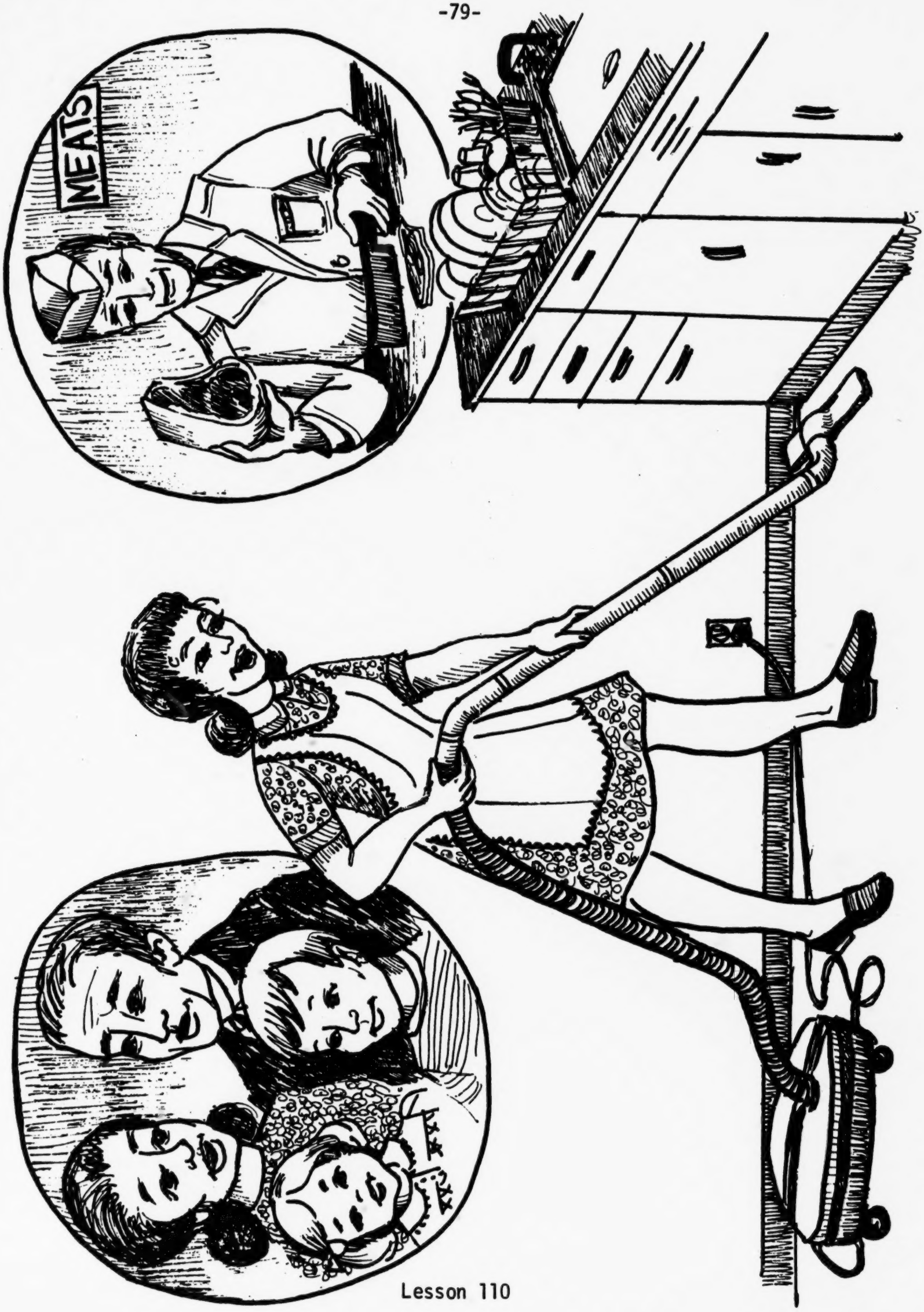
Lesson 104

Read fro
page

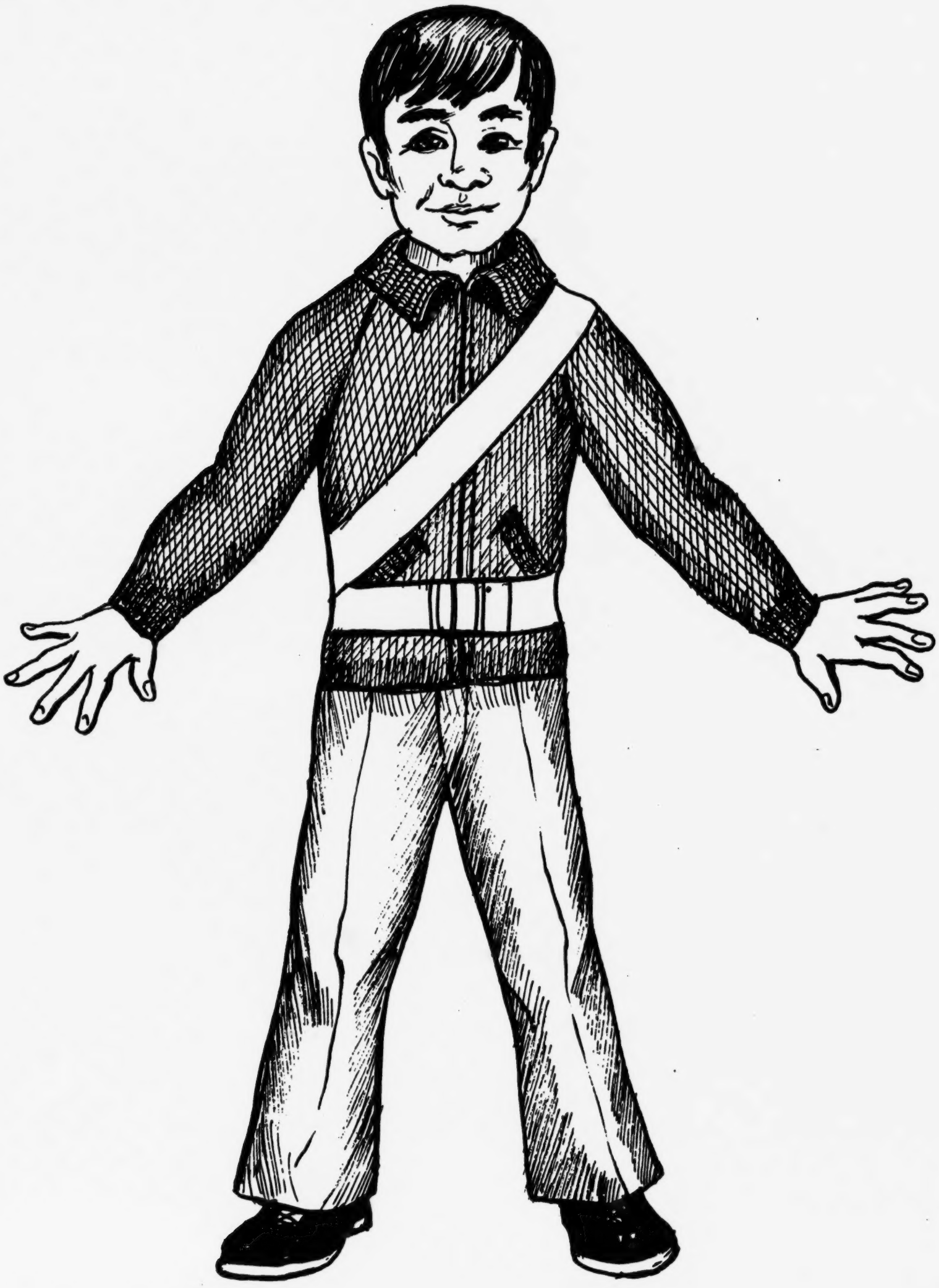
Patterns and cutouts
Lessons 106, 107



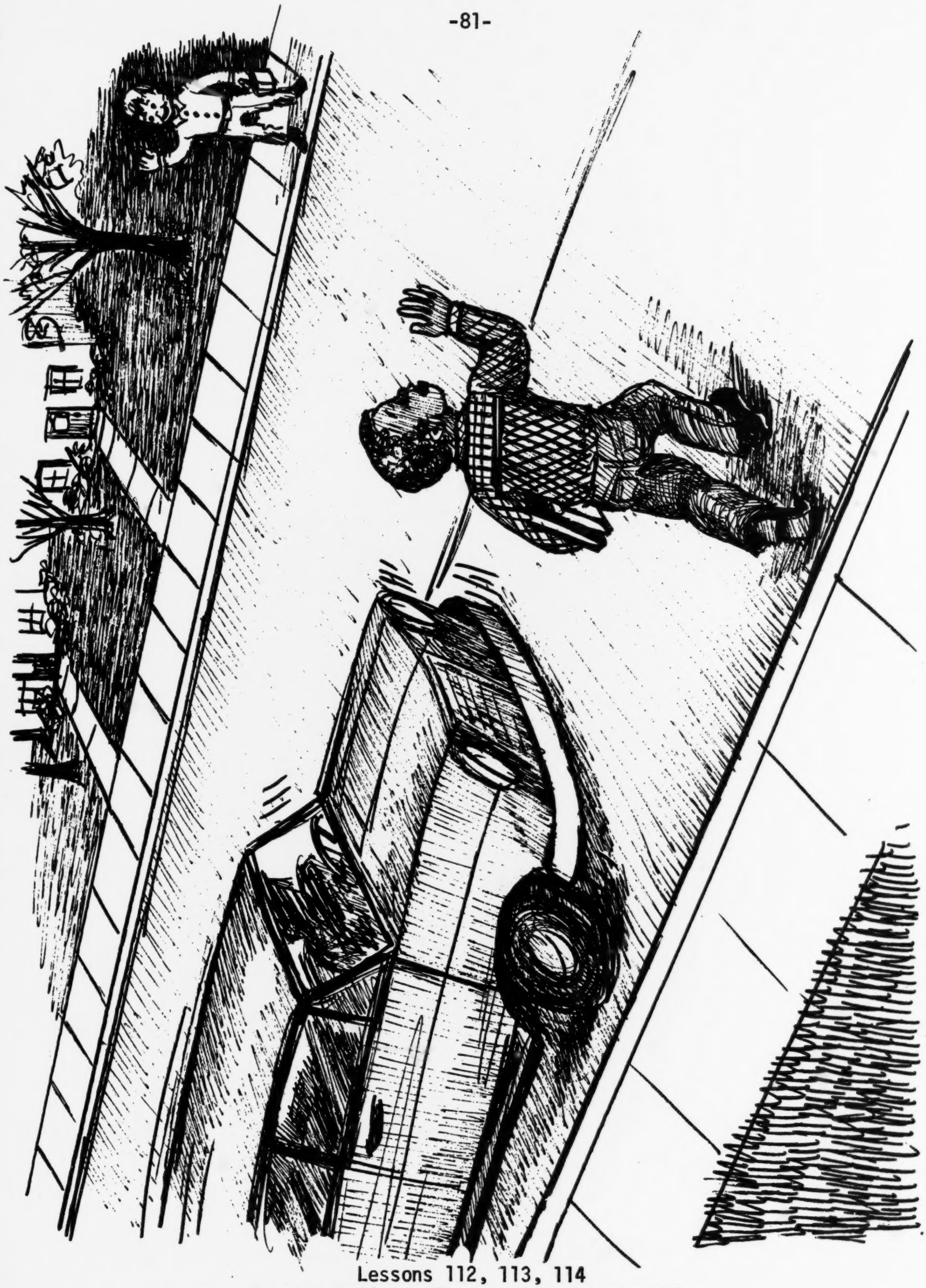
Lesson 110



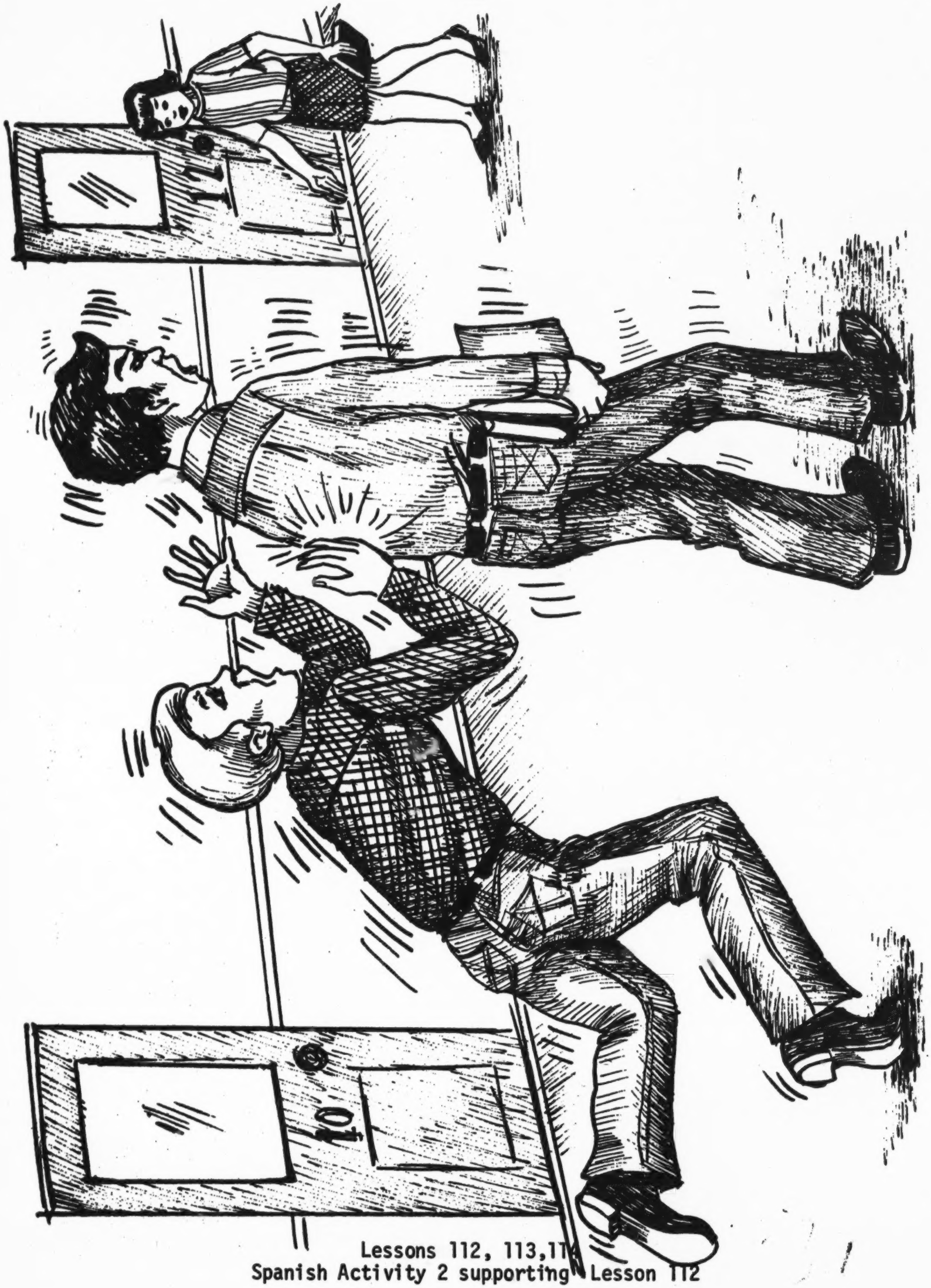

Lesson 110



Lesson 111

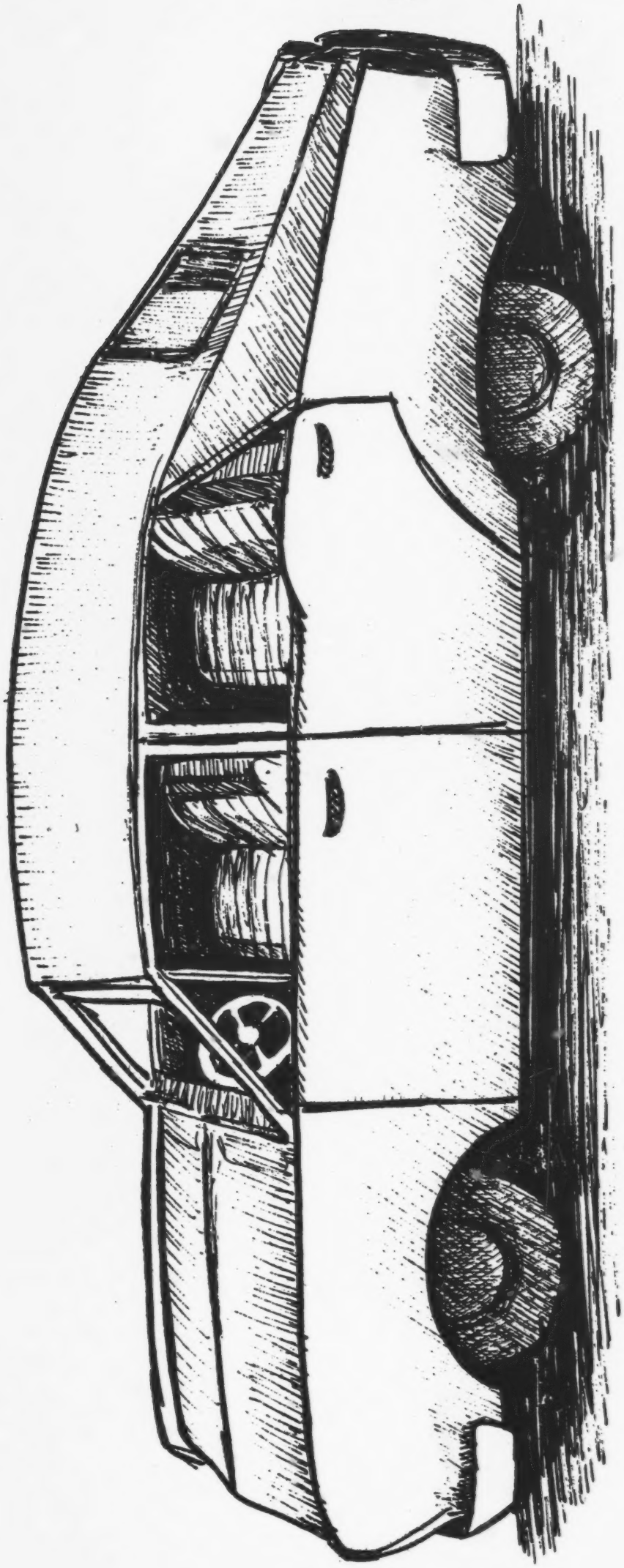


Lessons 112, 113, 114
Spanish Activity 2 supporting Lesson 112

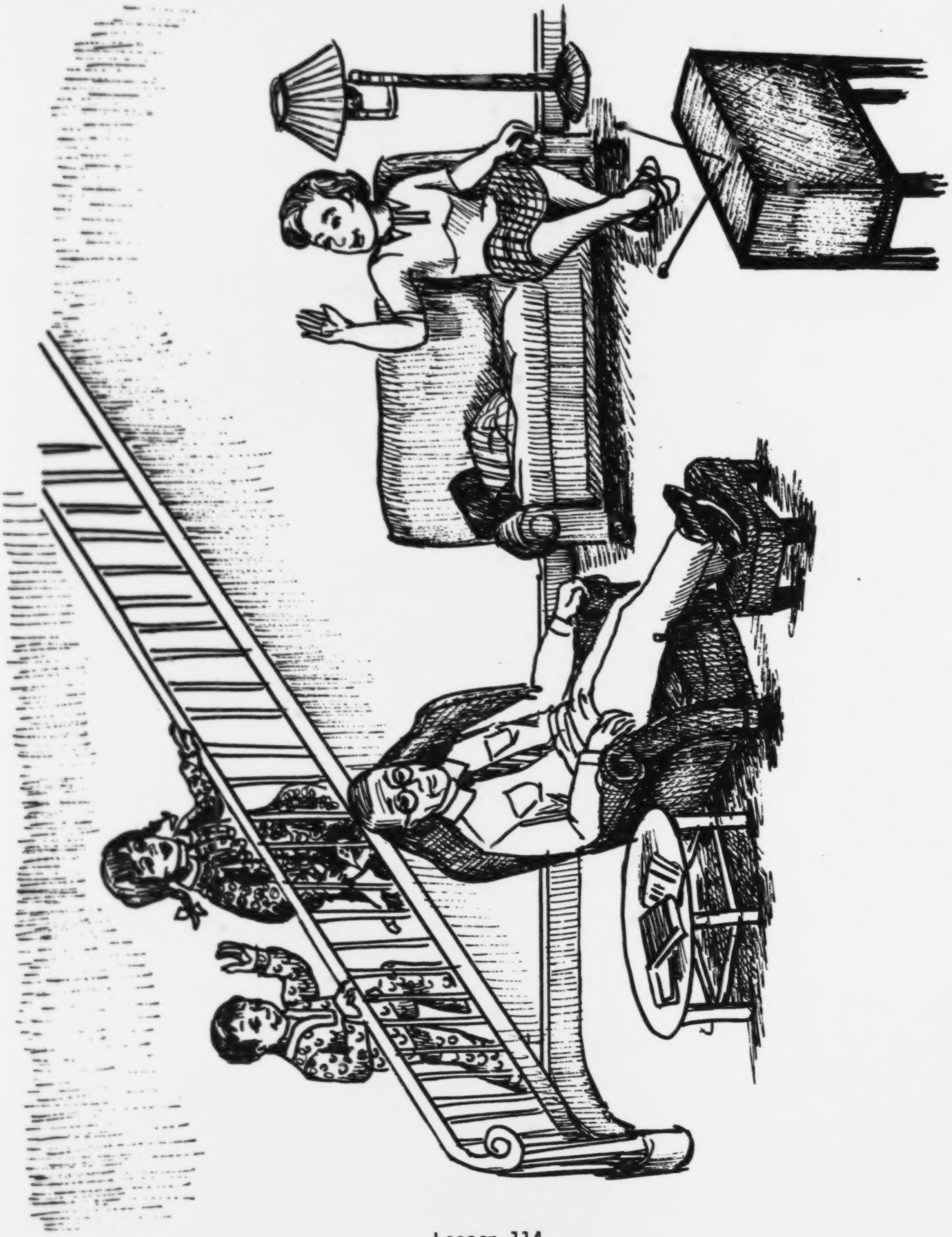


Lessons 112, 113,114
Spanish Activity 2 supporting Lesson 112

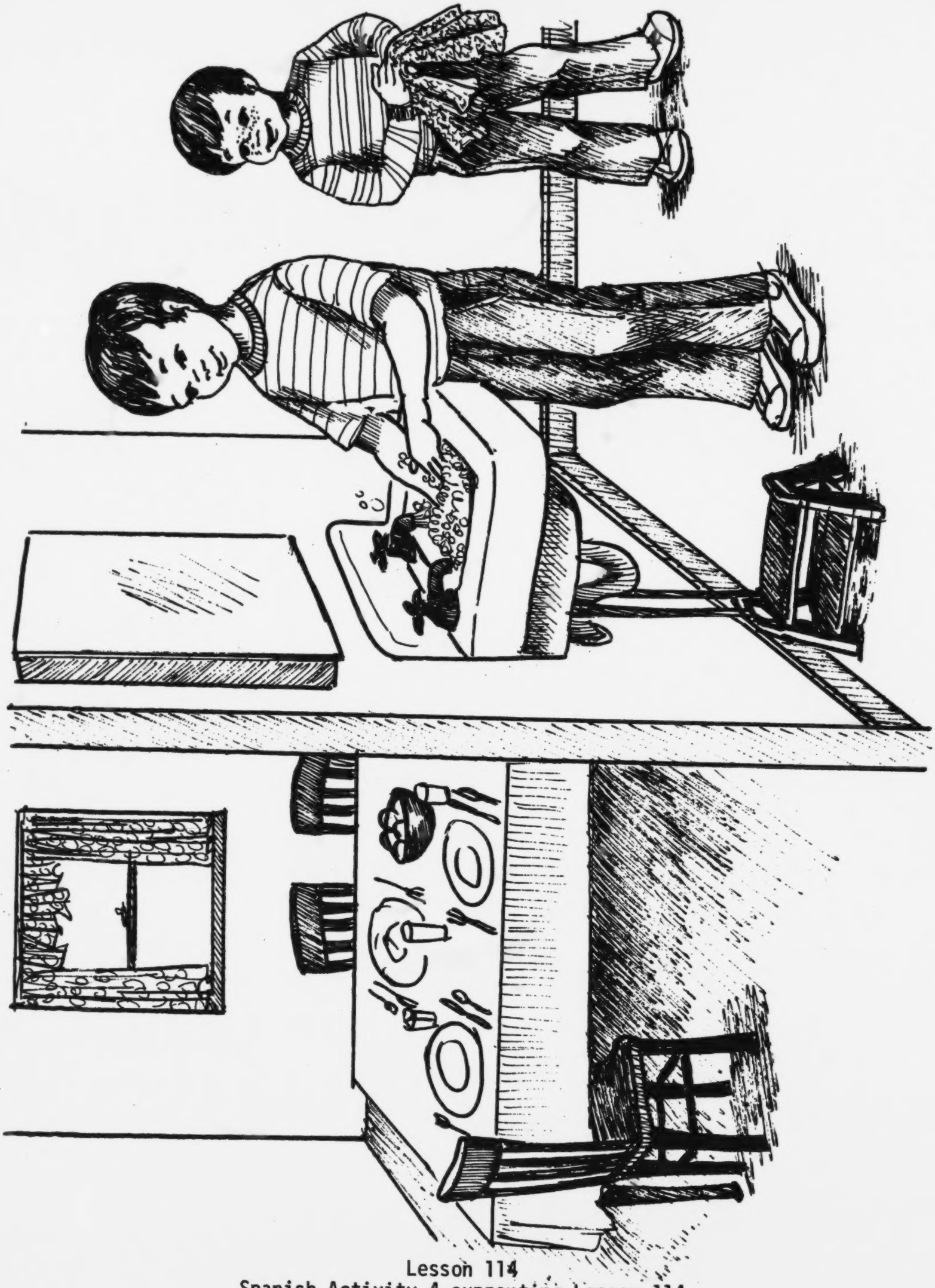
Lessons 112, 113, 114
Spanish Activity 2 supporting Lesson 112



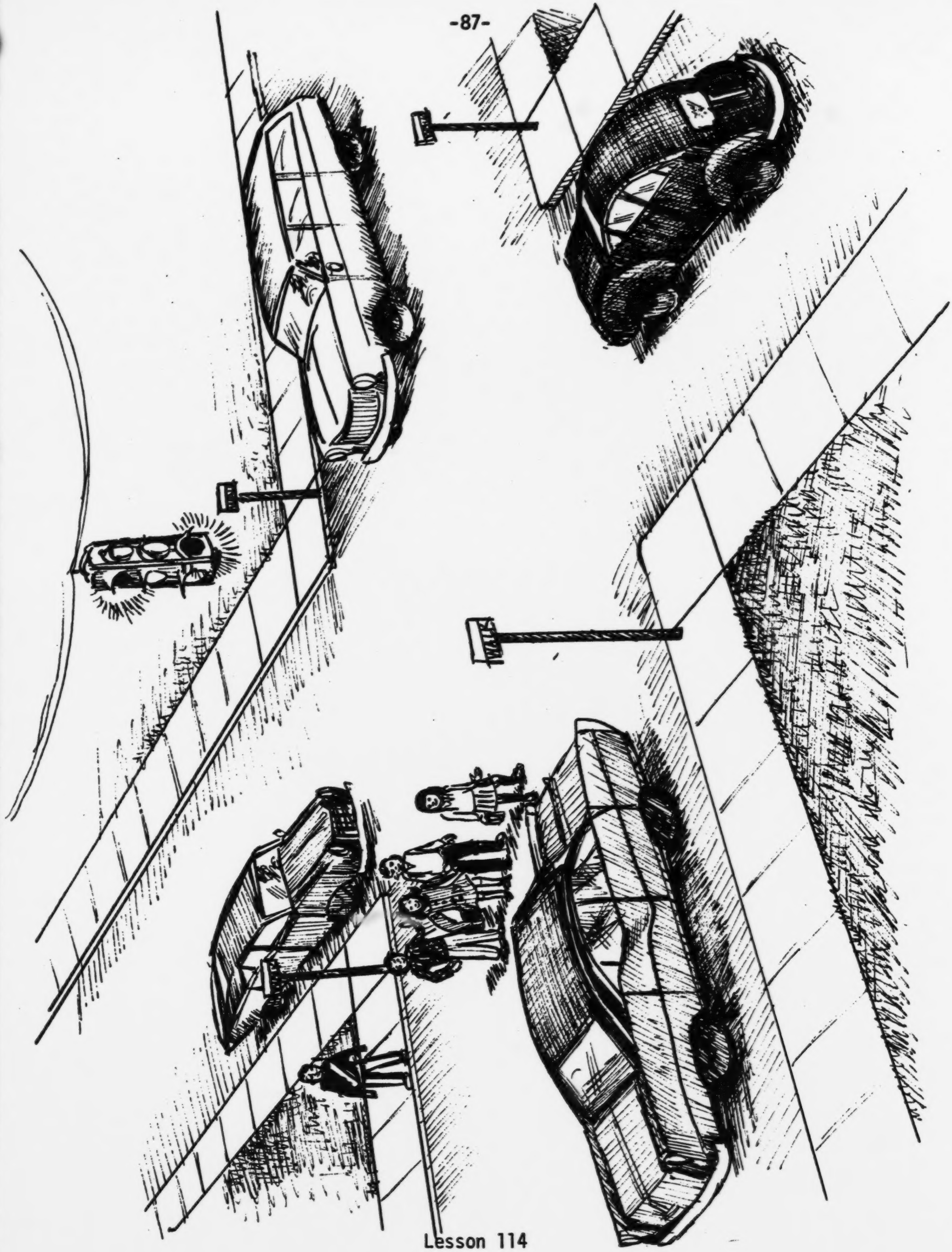
Lessons 112, 114

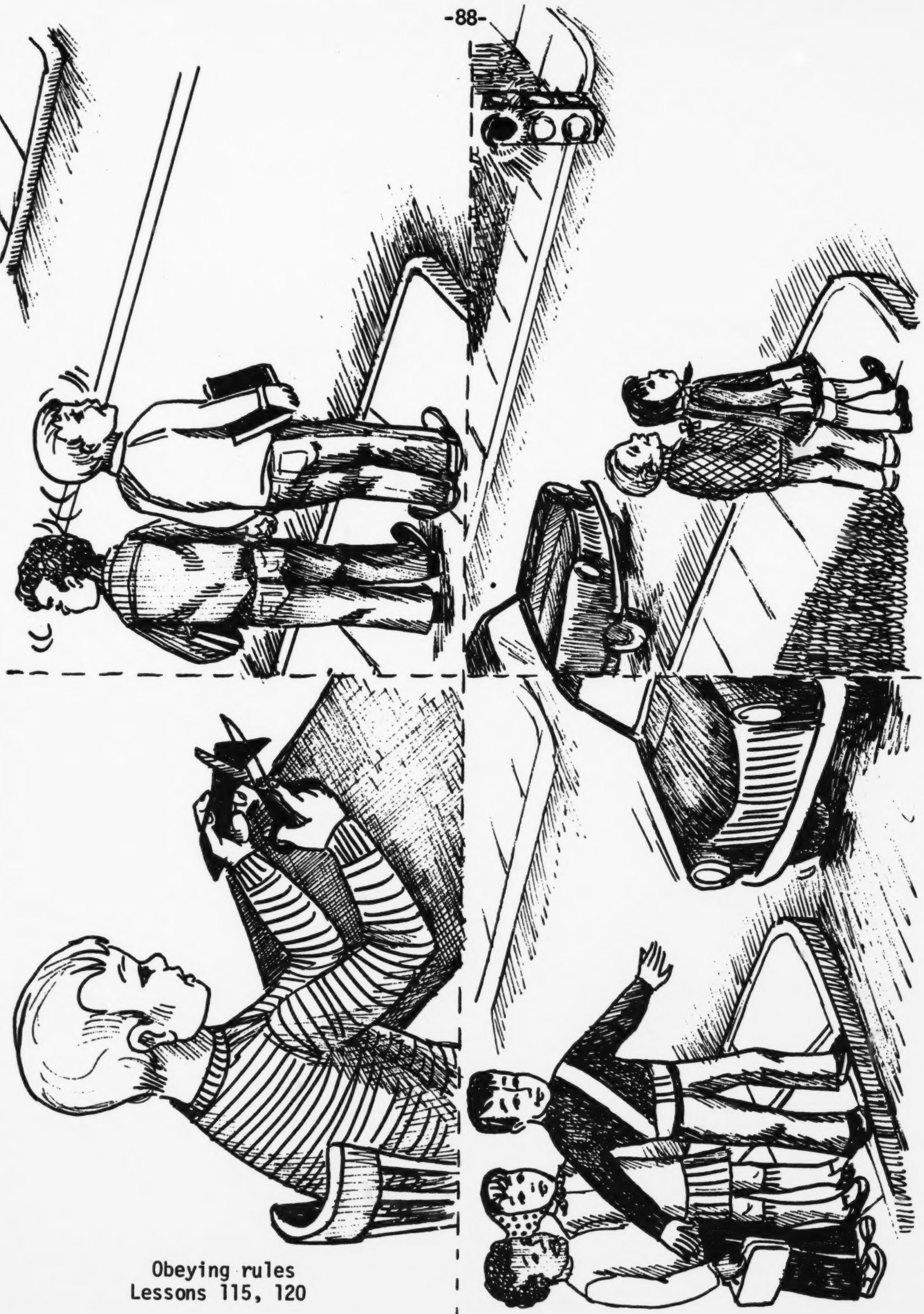


Lesson 114
Spanish Activity 4 supporting Lesson 114

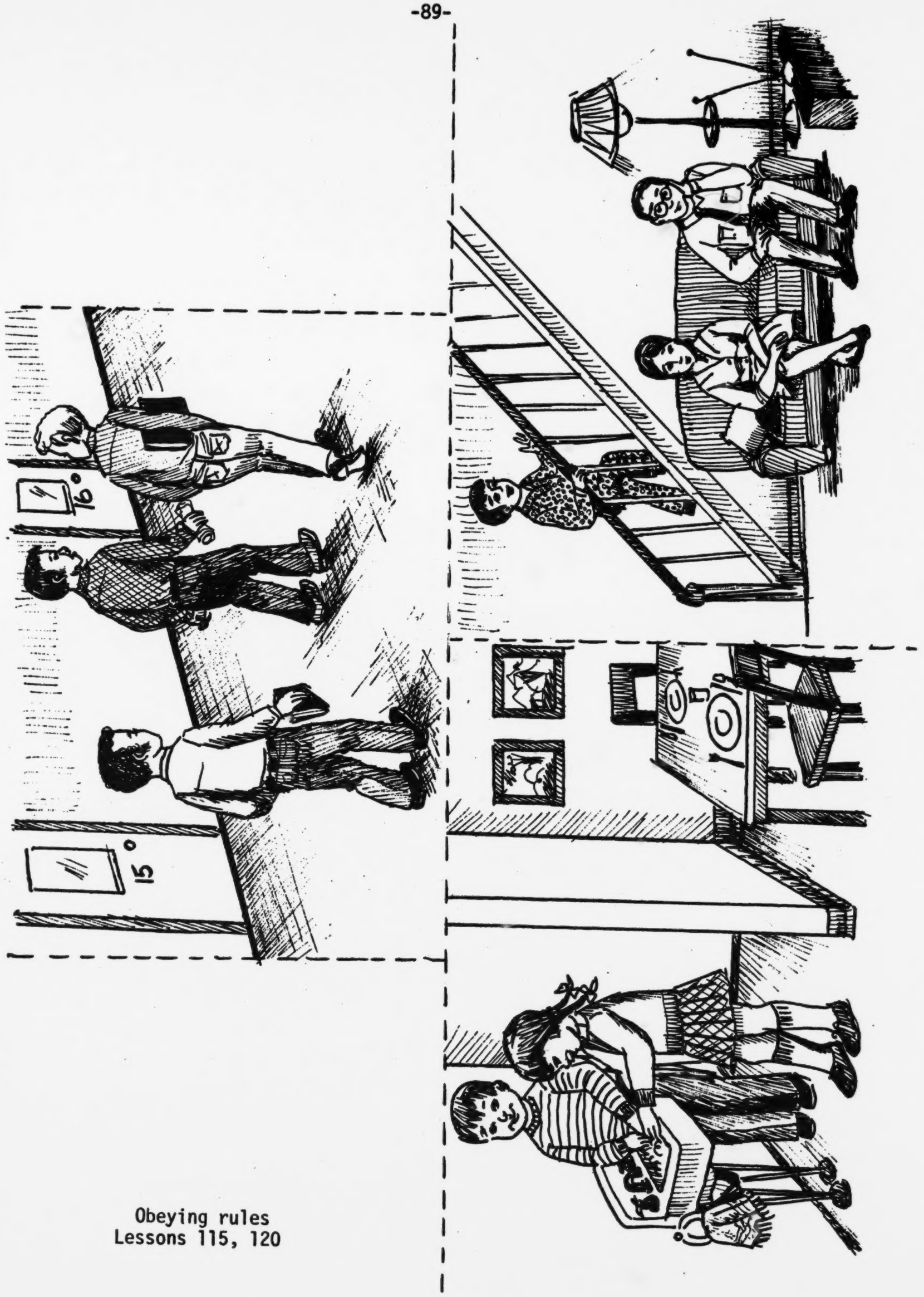


Lesson 114
Spanish Activity 4 supporting Lesson 114

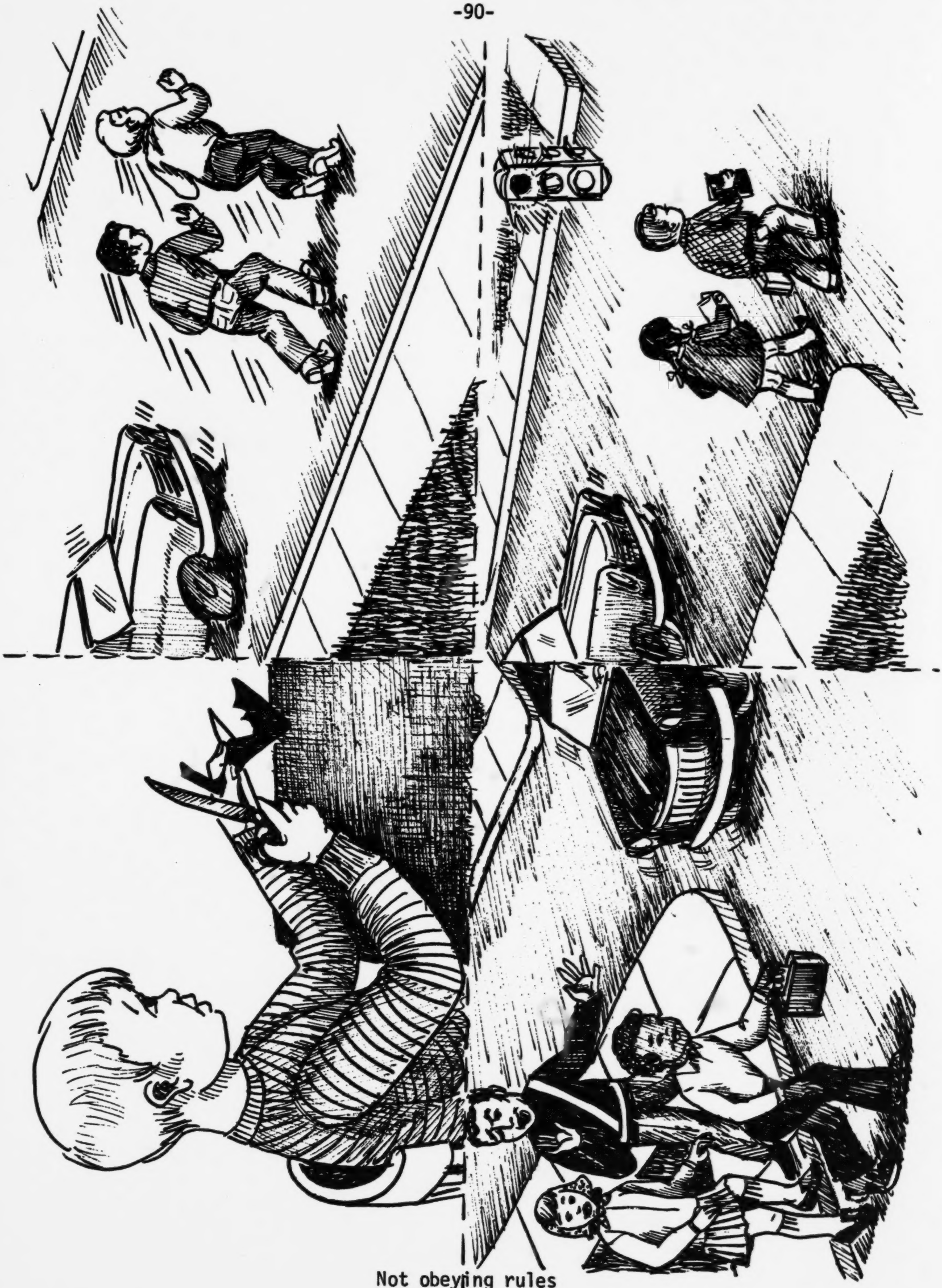




Obeying rules
Lessons 115, 120



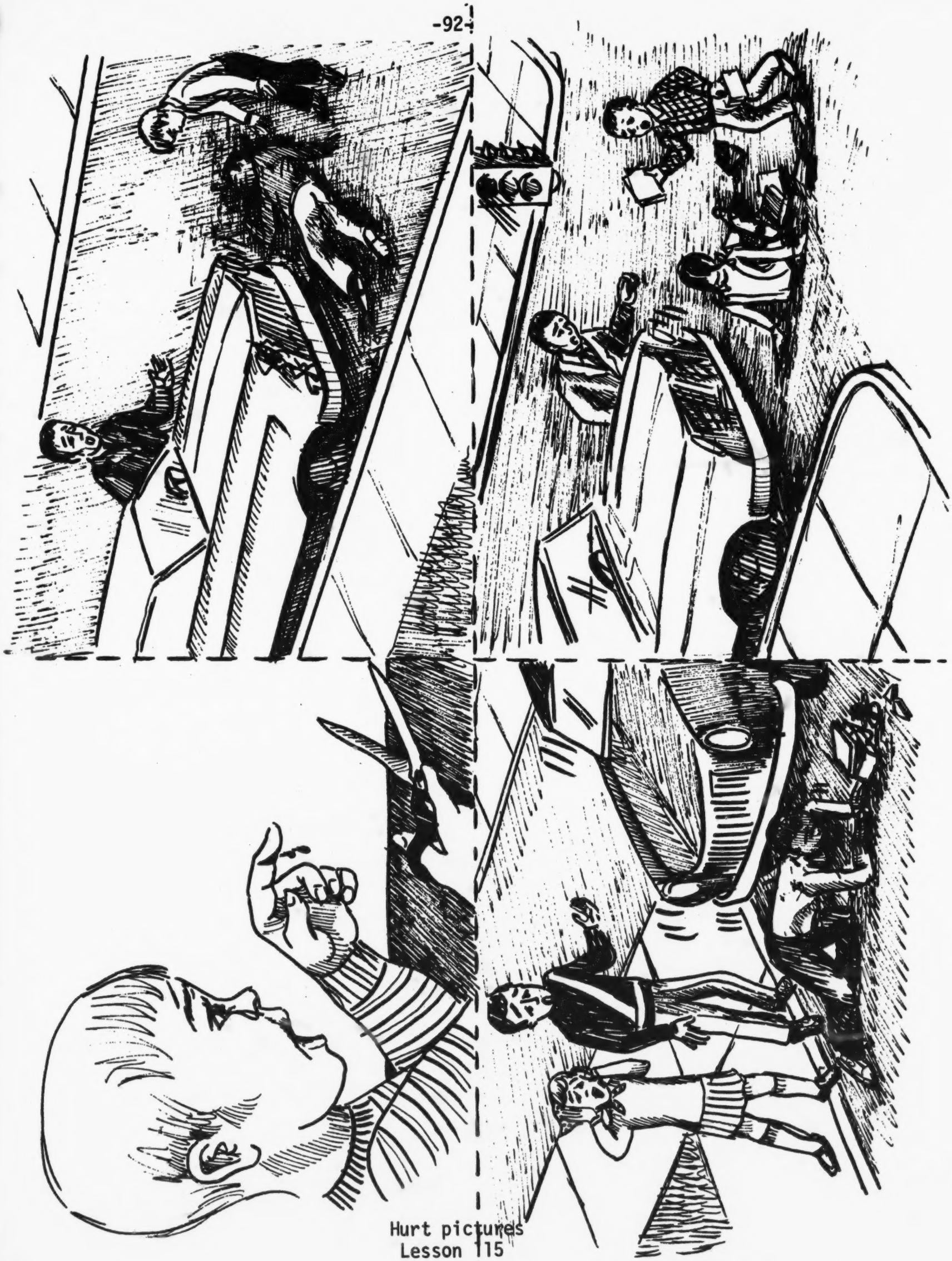

Obeying rules
Lessons 115, 120



Not obeying rules
Lessons 115, 120

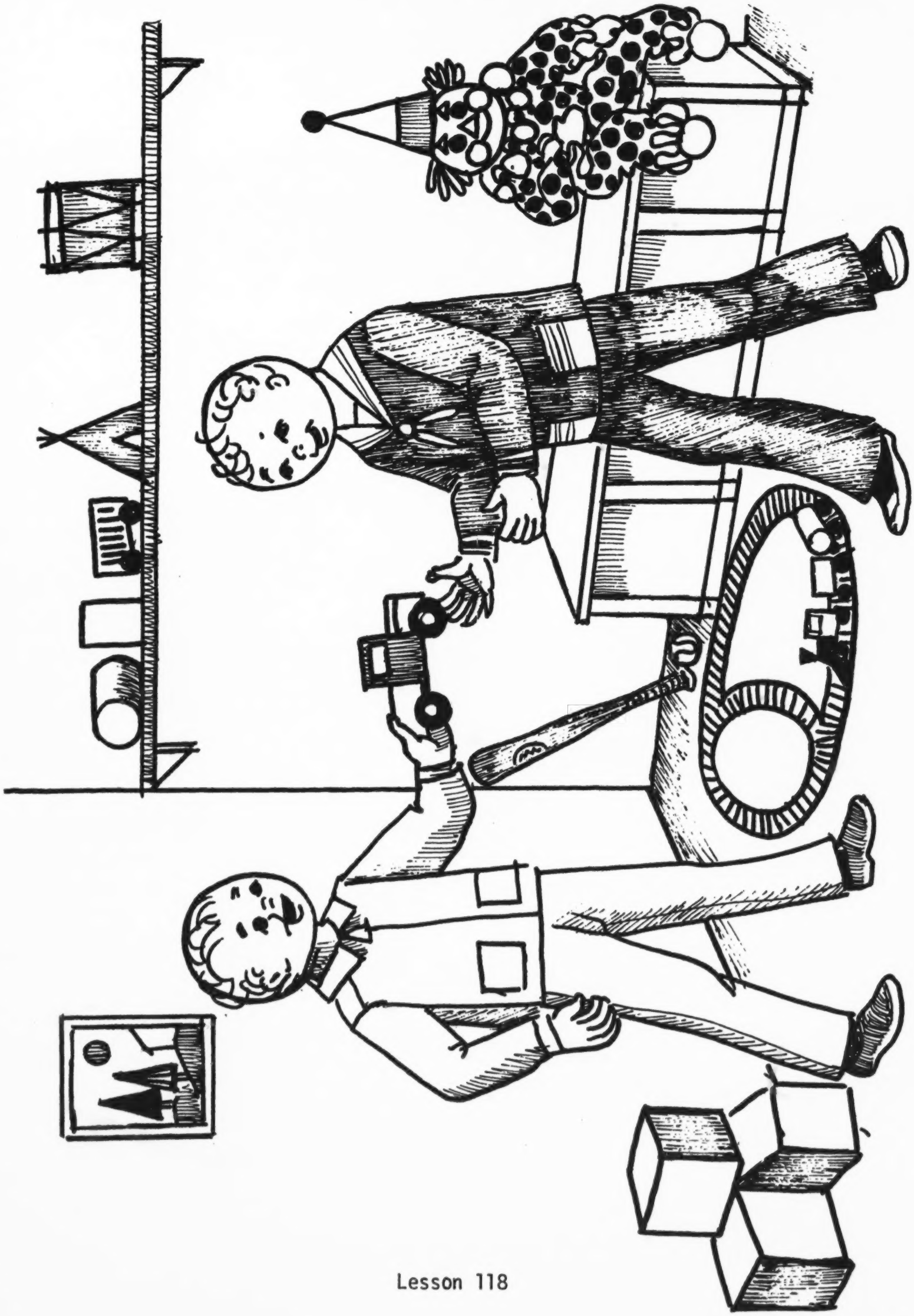
Not obeying rules
Lessons 115, 120

Spanish Activity 4 supporting Lesson 114



Hurt pictures
Lesson 115

Sick and hurt pictures
Lesson 115



Lesson 118